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In Two Parts

Part I

# THE LIBRARY JOURNAL

**TWICE-A-MONTH**

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THE DENVER PUBLIC LIBRARY HAS INSTALLED IN THE CHILDREN'S DEPARTMENT A BENCH AND READING DESK IN MEMORY OF JANET JEROME, FORMERLY A CHILDREN'S LIBRARIAN IN DENVER. MISS JEROME, WHO HAD ALSO WORKED IN THE CLEVELAND AND PITTSBURGH SYSTEMS, SPENT THE YEAR BEFORE HER DEATH AT THE GARY (IND.) PUBLIC LIBRARY.

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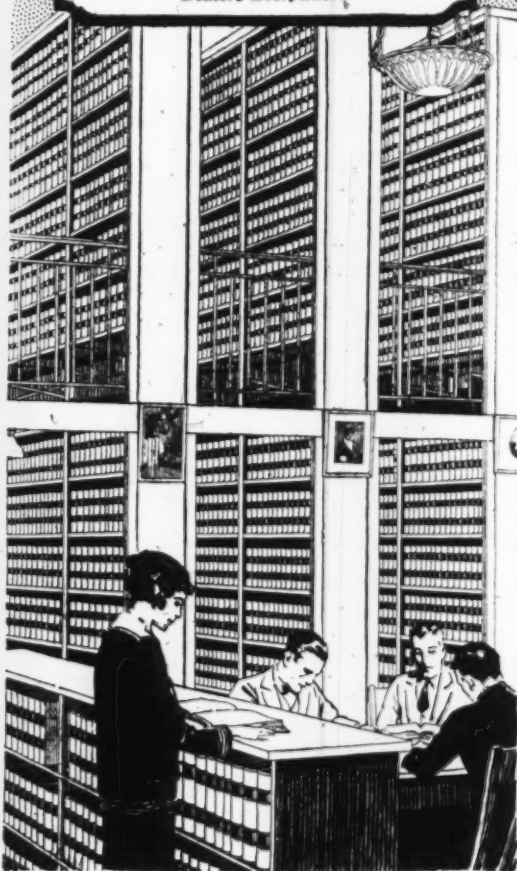
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# THE LIBRARY JOURNAL

TWICE-A-MONTH

JANUARY 1, 1927

## The Platoon School Library

*The Function of the Library in the Platoon School as Exemplified in the Detroit City Schools, Told by Marion Lovis, Supervisor of Schools, Detroit, Mich.*

IN preparing a discussion of the library in the platoon school I have not made an attempt to survey the field for various types of procedure with this newest development of the library in the school. I have confined myself to the operation of the libraries in Detroit. There are libraries in seventy of the platoon schools, and the type of work developed is in part conditioned by the school organization.

The platoon school program is planned so that the child spends about half a day in his home-room, where certain subjects are studied under the same teacher, and half a day in the so-called "special-activities" rooms: art, music, auditorium, library, etc. The visits to these rooms alternate in the program of a week. Each of these special activities is carried on under the direction of a person specially trained in her subject.

Under the platoon plan of school organizations a pupil visits the library with his class once a week in grades one to three and twice a week in grades beyond the third. The platoon schools are planned for the first six grades. Seventh and eighth grades are still being carried on, however, in districts where the projected intermediate schools for the seventh, eighth and ninth grades are not yet operating.

In the administrative working out of the platoon school program it has become the policy to include a library in a school of twenty sections or more, and to provide two libraries in forty-eight-section schools. In this case one of the libraries is devoted to the use of the first three grades exclusively.

In speaking of the general organization of the school, I must mention the standard library room which is now incorporated in the standard building plans, and is built in the second unit of each new building. These rooms are delightful, with their soft coloring in walls, wood-work and linoleum, with their attractive fixtures and indirect lighting, with built-in shelving and magazine rack, bulletin boards, and various sizes of tables and chairs. The fire-

place is a decorative feature into which colored tiles are introduced and in which fires are often burning. Librarians have added plants, pictures and other features, including in several cases goldfish, and in one library, a bird!

However the new room is not, in all cases, more truly a delightful library setting than are some of those which have been adapted from regular class-rooms. Not all of our libraries are beautiful. We have the usual delays and difficulties in getting blackboards removed from old class-rooms, bulletin boards installed, and we experience all the incidents that are familiar to those who undertake the making over of an old room. But we have in all cases rooms in which the *child* and his interests have been the primary thought.

In the program of the School Libraries Department emphasis has been placed upon the building up of this environment known as the Library. We have always talked of "library atmosphere." This we interpret as an educational environment favorable to the development of the desire for learning, the tendency to reach out into new fields of interest, the expression of individual tastes in the selection of the reading, appreciation for the charm of a setting of books, and natural social behavior—courtesy and consideration of others. Light comes swiftly when you go to the library.

To this environment the right type of librarian is vital. I need hardly list the qualities which all librarians value most. But we do try to discover and to develop thru training a real desire on the librarian's part to serve teachers and pupils; a belief in the social, spiritual, and emotional, as well as the informational values, of the library; a love of books, and the spirit which tries to communicate the love of books to children. Also there are definite abilities which a platoon school librarian must have. She must be able to teach successfully, since the use of books and libraries is her field of instruction. She must have a comprehension of the basic needs of the regular courses of study and be able to give intelligent reference service.

She must have the ability to work with teachers, and she must have the skill and knowledge to organize and carry out the technical routine of the library successfully.

The training of librarians for platoon schools has been carried on in day and extension courses at Detroit Teachers College, and has stressed the development of a philosophy and point-of-view in regard to the work, and training in the elements which go to the creating of the library environment, as well as specific training in the technique of organization, administration, book-selection, and reference service. Our platoon school librarians qualify under the tentative standards set up by the A. L. A. Board of Education for Librarianship as "teacher-librarians." Eighteen semester hours of library specialization including practice work in the school and public library have been offered. Under the rules of the Board of Education the State life certificate for teachers is required for employment in the schools. Since all platoon school librarians qualify also as teachers, they are on the same salary and vacation schedule as teachers.

Almost equal in importance to the selection of the librarian is the selection of books and materials. Approved lists have been compiled annually for five years from requests from schools and from supervisors. The requests in each school are compiled by the librarian and her own requests incorporated. Last year all previous lists were copied and revised, and the resulting "approved list" will be printed as the *Standard List for Platoon Schools*. There is a standing committee on book selection made up of the heads of the Schools' Department and Children's Department of the Public Library, the instructor in charge of training courses at Teachers College, the supervisor of the school libraries and a representative from the platoon school librarians. This committee considers books requested from the standpoint of quality, content, edition, adaptation to course of study, needs and suitability to the age and reading ability of the children.

There is a special initial collection with which each new library is provided, and there is an annual allowance to each library for purchases from the approved list. Each librarian by means of her freedom to select her own materials is able to build up the library to fit the particular needs of her school community.

The Public Library provides a permanent collection of books to platoon school libraries more than three-quarters of a mile from the nearest branch of the Public Library. Magazines are provided for all school libraries.

Library supplies are listed and may be had upon requisition from the Supply Department.

So far I have outlined the organization of

the work. With this background I will try to indicate what the actual work in the libraries is. We conceive the function of the library in the school as four-fold.

1. Service to teachers and pupils in enriching the curriculum by means of a variety of reference material, i. e. books, magazines, pamphlets, pictures, clippings, slides, stereographs, exhibits and bulletin board material.

2. Instruction in the use of the library and in study methods and habits.

3. Provision for individual differences, and especially for the exceptional child.

4. Provision for leisure reading and guidance of reading in a selected environment.

The libraries in the platoon school are attempting to work towards these four objectives as they apply to children of the first six grades.

What the children actually do in the libraries will probably be of most interest.

#### TYPICAL LIBRARY PERIOD, GRADES 1 AND 2

The organization of the library period for grades 1 and 2 takes into account the fact that reading is a difficult and novel experience for these little folks; that their interest span is short; and that they have had no previous library experience.

With these points in mind, the period falls into the following somewhat typical time division.

Many librarians find that the appointment of a "captain" at each table helps to facilitate the "settling down" of a class.

During the major part of the period (seventeen to twenty-two minutes) various activities may be introduced by the librarian. In general, children are not encouraged to change or shift from one activity to another frequently. In the libraries with the most successful procedure the child is not interrupted in his own pursuit of reading or looking at pictures. To the experienced eye, however, the approach of a general restlessness heralds the need for a change of occupation. This change is introduced in various ways, for example:

"Those of you who wish to hear a story may come quietly to this end of the room. Those who wish to read a little longer may join us when they are ready." In many libraries there is a rug upon which the children gather about the librarian while she tells or reads them a story. The story group is always an eager and fascinated one.

Some of the activities of the first and second grade library period are: Looking at pictures, stereographs and post cards, reading books and magazines, looking at exhibits, listening to stories, telling stories, receiving instruction in handling of books, and playing alphabet games.

The librarian is constantly trying to develop the consciousness of the library as a place rich in interest, and to encourage in the child a right attitude towards the books and towards each other in the library. This basic purpose is, however, neither obtrusive nor intrusive. It is accomplished by using opportunities as they arise to bring out important points and by commending desirable conduct, for example:

"When you exchange books at the table, do so as quietly as you can."

"How many see what is wrong with the way this *Easy Book* was put back upon the shelves?"

"You did well to-day coming right in from play."

"I hope everyone is wearing library shoes this morning."

In the course of study is a series of "Book Fairy" verses written by one of the librarians. These have been used very successfully with the smallest people in introducing ideas of library courtesy, since the Book Fairies have very high ideals of conduct!

The children are trained to put their material away and to form in lines for passing thru the corridor. If there is any period of waiting in line before the final bell, the librarian allows the children to ask questions, directs their attention to the way the chairs and shelves have been left, allows any child to re-arrange something he had neglected, and comments upon good work.

#### GRADES 3 TO 8

There is much variation in the actual work of grades three to eight. In fact, one of the most interesting and significant things to be observed in the platoon libraries is the development of independence, initiative, and natural habits of using the library and its materials as the children pass thru the successive phases of their school experience. However, with allowance for these facts of growth in age and experience, the general procedure may be outlined.

Pupils are observed to enter the room more and more evidently as individuals. Librarians vary in their methods. Each enters with some purpose of his own. In upper grades, one child will proceed straight to the librarian's desk with a business-like intention of taking attendance; another may go to the books which have been returned from over-night use, with the intention of checking them. Such pupils are, of course, acknowledged "assistants." Others go directly to the shelves to select their books.

Five minutes are usually ample for settling quietly to read. The librarian, and the early and systematic library training are responsible for morale in entering the room in an orderly considerate manner, and going about the search for materials intelligently.

Freedom of movement about the room is permitted as pupils go about their own work, or to consult the librarian. A whole section may have been asked by some class teacher to spend their library period upon a current class or school project. In that case the teacher would have notified the librarian in advance, and extra material would be on hand from Public Library and Children's Museum. Groups or committees would have been appointed in the class-room to look up various phases of the subject. In such a case the whole period would be one of research and note-taking, with the librarian assisting first one group, then another, calling attention to special books, making suggestions as to procedure and points that would be well to bring out in reports. Pupils from the third to eighth grades show a growing ability to use the card-catalog and to find materials.

A library period may be used by the librarian to give definite instruction to the class upon the use of the dictionary, the encyclopedia, an index, or some other subject in the library course of instruction. Some librarians give this instruction at a table surrounded by a small group, while other children proceed with their reading. Others have given the instruction to a group made up of one person from each table, then the child would in the next period give the lesson to those at his table, and would check the results.

The "Free reading period" is usual in all schools. This means that pupils may spend the entire time reading books of their own selection from the library shelves. Each library period, however, is likely to have various activities going on in different groups.

The various typical activities found in a library period for grades 3 to 8 are as follows:

Grade 3: Looking at pictures and telling stories about them, playing games to learn the alphabet, having lessons on care of books, library courtesy, etc., asking for a story to be read or told, and listening to them, asking for the meaning of words, reading to the librarian or another child, telling personal experiences aroused by some picture or story.

Grades 4, 5, and 6: Choosing books to take home and having them "charged," doing reference work for other classes (music, history, literature, etc.), doing committee work (reports, programs, etc.), looking at bulletin boards and finding books to which bulletin refers, looking at and discussing museum exhibits, reading for pleasure, taking library lesson (group, class or individual), assisting librarian in mechanical details (charging books, taking down bulletins, putting room in order, assisting other children).

Pupils put away their books and material. One of the typical sights at the end-of-the-period bell rings, is the child who obediently rises, but

continuing to read, pushes his chair under the table, and starts slowly for the shelves. The others seem sympathetic, since they avoid running into him, and he regretfully parts with his book, only at the last possible second. As the children start to leave, several child assistants remain at the shelves setting them in order in the minute or two that remains. Occasionally there remains at a table some one who has been unconscious of any stir, but who reads on, in some other world.

A course of study in the use of the library for grades 1 to 6 appeared in multigraphed form in September. It represents a compilation of instruction, games and activities which have been found successful by librarians in the platoon schools. It will not be put in more permanent form until we have had the opportunity to experiment with it in its present form, and to revise and incorporate additional material.

In each outline is given the objective of the activity, the librarian's preparation necessary in advance of the lesson, a typical situation which calls for such instruction, and a suggested method of teaching. It is this last—a *method* of presenting the instruction—which we have tried to make an especially helpful feature.

We believe that a child who makes such contacts with the library in his first years of school should leave the sixth grade with certain fairly well established mental attitudes, skills, habits and appreciations. He should feel that reading is a normal habit which brings happiness and variety into life, and provides society and recreation; that knowledge is infinite in scope, and the heritage of all; that the school library is the natural place to turn to for information, study, and recreational reading; that in the public library one may carry on research and reading beyond the work begun in the school.

Thru the definite instruction he should have acquired the ability to use all parts of the book, the ability to use special reference books as applied to definite needs; skill in using the card catalog, periodical indexes and other special indexes, and in finding material in school and public libraries; and he should be able to take notes intelligently. We are going to try to discover whether or not these skills have been acquired by a survey of library knowledge brought by the entering class to the intermediate school—the seventh grade.

A child should in the platoon school library have formed the habit of reading in leisure time, the habit of using tools of information in study, the habit of using the public library, the habit of social behavior in libraries, and the habit of responsibility in the use of materials.

The greatest contribution which the library should make to the life of the child is in the realm of appreciations. There is no measure

for these. They may sometimes be glimpsed, sometimes sensed, but for the most part the book's meaning and appeal for the child becomes a part of his life, perhaps unconsciously to himself. We believe, however, that the young reader evolves standards and ideals from characters and their reactions in books, that he gains experience of life and the problems valid to his age thru the experience and problems of characters in books, and we know that he is improving in some measure his reading tastes thru association with selected books.

Christopher Morley has said, "The innocence and completeness with which the child's spirit is rendered up to the book, its utter absorption and forgetfulness always move me deeply. A child does not read to criticize or compare, but just in the unsullied joy of finding itself in a new world." This absorption which we see in the libraries of the elementary schools is a more eloquent argument for such opportunity for the child than any other that could be summoned.

It is, too, the source of inspiration to which those of us who are working with problems of organization turn again and again.

Publication of this paper, read at A.L.A. Conference at Atlantic City in October has been delayed owing to lack of space. We are delighted to offer now to our readers this contribution for which they have so long waited.—Ed. L. J.

## Motion Picture Libraries Needed

CHARLOTTE PERKINS GILMAN, in the *Annals of the American Academy of Political and Social Science* for November, makes a strong plea for public library motion pictures.

"It is also true," she says, "that the majority of people buy the poorest magazines and newspapers, and the 'fiction department' of the public library is the most patronized. But the library on that account does not confine itself to fiction only. It provides for the benefit of the masses the best books, covering the greatest diversity of subject matter.

"It is the business of the educator to train children to use a library, to like good books as well as poor ones, and to elevate the public taste. The community, recognizing the need, provides the books; and there are trained librarians to help the people read.

"For every reason which justifies a public library of books we should also have public libraries of motion pictures.

"Never has there been put into the human hand a tool of greater power than the motion picture. It is high time that this wonderful instrument was rescued from its degradation and used, as it will be used, to promote human happiness and advancement."

# College Library News, 1924-1926

*A Summary of the Literature Relating to College and University Libraries Published between December 1924 and November 1926. Based on Notes Assembled by a Committee of Students at Columbia University School of Library Service under the chairmanship of Margaret Roys. Prepared and Read by Ernest J. Reece, Associate Professor of Library Administration, at the Eastern College Librarians' Conference, New York, November 27, 1926.*

THE present article is the fourth in its series, the period covered now dating back to January 1917. The effort in planning it was to direct the collaborators to the accessible and most likely sources, and it is believed that no great number of important items has escaped notice. Time limitations, both in preparation and on the program, however, preclude any assumptions of completeness.

Perhaps the present-day position and effectiveness of college and university libraries are a not inappropriate topic for an opening reference. Discussions of this within the library ranks are seldom far to seek. Lucy M. Salmon<sup>1</sup> made telling answer within the period to indictments brought by John Cotton Dana and based on numerous alleged faults of omission and commission, asserting that the criticisms missed their point because the conditions brought out by the underlying investigation were not representative and because of Mr. Dana's assumption that college library objectives and public library purposes are one and the same. Somewhat relevant in this connection was a reply by J. C. M. Hanson<sup>2</sup> to another argument by Mr. Dana, which presumably touched college and university libraries by inclusion rather than as distinguished for futility from libraries of other types. As for the attitude to libraries of the world generally and particularly of educators, fresh signs of awareness are indicated in R. L. Kelly's *Recent Tendencies in College Administration*, which John B. Kaiser reviewed and used as a basis for apt and prophetic comments on the functions of university libraries.<sup>3</sup> Still more encouraging in its potentialities is the survey of university libraries under Chancellor Capen and Dr. Work, to be described elsewhere on today's program.

Centralizing as against departmental organization claimed even more than the usual share of discussion in the period under review. It was developed at some length and with conclusions favorable to centralization in an article by Clement W. Andrews,<sup>4</sup> and was a conspicuous topic at the round table of university librarians<sup>5</sup> at the Chicago midwinter meetings 1924-25. It was treated historically and in relation to the

growth of American education in a paper by Louis T. Ibbotson,<sup>6</sup> the author's summary indicating that present-day tendencies are toward centralizing. Marilla W. Freeman's exposition of the divisional plan for reference work at the Cleveland Public Library is not without interest in connection with this general subject.<sup>7</sup>

The usual compilations of salary statistics representing college and university libraries have issued from A.L.A. headquarters.<sup>8</sup> In addition to these there have been several studies touching standards and norms of service and equipment. Willis Kerr approached these in a stimulating article "What Makes a College Library?" and Charles B. Shaw discussed the requirements affecting libraries held by the several associations of colleges and secondary schools,<sup>9</sup> all of which stipulate "a definite annual appropriation for the purchase of new books," and some of which set definite minima as to appropriations and book stock. A number in the Teachers College series "Contributions to Education" went into the subject from the standpoint of teachers colleges.<sup>10</sup> The nub of the matter, namely, the budget, was taken up specifically in two papers. One was that of Willard P. Lewis,<sup>11</sup> who presented figures for fourteen New England colleges showing their consolidated per capita student appropriation annually for books to be \$9.39, and for all library purposes \$23.69; and their per capita instructor appropriation annually for books to be \$105 and for all library purposes \$270. The other was that of Walter M. Patton,<sup>12</sup> who gathered corresponding but more elaborate data from northwestern colleges and added to it the recommendation that the per capita student appropriation for books should be \$10 and the per capita instructor appropriation for books \$120. These studies merit further development.

No signally new recognition of library staffs as regards status and salary is reported. New England college librarians in conference at Vermont last May proposed a schedule for governing this, on lines not unlike those already

<sup>1</sup> *Libraries*, 31:322. 1926.

<sup>2</sup> *Library Journal*, 50:750. 1925.

<sup>3</sup> — 51:217. 1926.

<sup>4</sup> — 49:1017. 1924.

<sup>5</sup> — 50:138. 1925.

<sup>6</sup> — 50:853. 1925.

<sup>7</sup> — 50:843. 1925.

<sup>8</sup> *A.L.A. Bulletin*, 19:37; 20:62-63. 1925-1926.

<sup>9</sup> *Library Journal*, 51:171. 1926.

<sup>10</sup> — 51:77. 1926.

<sup>11</sup> — 50:399. 1925.

<sup>12</sup> — 51:576. 1926.

<sup>13</sup> *Libraries*, 31:151. 1926.

followed in a few isolated instances.<sup>14</sup> The presidents of the Texas Teachers Colleges recommended to the Texas State Board of Control in 1925 that the salaries of head librarians in the Teachers Colleges be on a par with those of full professors.<sup>15</sup> As affiliation of library schools with colleges and universities becomes more common, professorial rank is being more generally accorded to library school faculties.

Discussions of technique in 1924-26 revealed little that is exclusively applicable to college and university libraries. James R. Gullledge undertook a competent argument for the Library of Congress classification as a college library tool,<sup>16</sup> however, which with the reply from the editor of the Dewey Decimal Classification produced meaty reading.<sup>17</sup> The A.L.A. Committee on Classification has in view a key to the Library of Congress classification in terms of the decimal scheme.<sup>18</sup> A proposal for a classification of law material along lines of the Library of Congress system was made in England.<sup>19</sup> A Chinese adaptation of the Decimal Classification<sup>20</sup> was prepared by John C. B. Kwei, librarian of Shantung Christian University and now a student at the Columbia University School of Library Service.

Reported courses of instruction relating to books and libraries vary from the novel experiment in recreational reading, for credit, at Humboldt (Calif.) State Teachers College under C. Edward Graves,<sup>21</sup> and those involved in the establishment of a professorship of books at Rollins College,<sup>22</sup> to one at Wiley College<sup>23</sup> which presumably aims to prepare students for certain forms of library work. Between the two lie those devoted to instruction in bibliography and the use of the library, as discussed by Henry B. Van Hoesen<sup>24</sup> before the College and Reference section of the American Library Association in 1924, and as offered at numerous points and recently introduced at the North Carolina College for Women.<sup>25</sup>

Developments of the year range library school interests more and more closely with those of university libraries. The Columbia University School of Library Service<sup>26</sup> is a distinct school, the new courses at Michigan<sup>27</sup> constitute a department offering instruction in the

College of Literature, Science and the Arts, and in the Graduate School, and the reorganization at Illinois<sup>28</sup> places the advanced courses technically under the Graduate School; but in all cases the head of the library is the director of the library school. At California, where the Department of Library Science has become the School of Librarianship, the relation with the library is only a step less intimate.<sup>29</sup> The precise form of organization for the announced Chicago school is still unrevealed. The Atlanta school has come closer to Emory University thru an affiliation.<sup>30</sup> Greater contribution from library schools to college and university library service would seem to be at hand, assuming that broader instructional facilities can effect this. Incidentally the old B. L. S. degree for advanced work has yielded completely to the Master's, with the merging of the New York State Library School and with the changes at Illinois.

The enthusiasm for broader service by libraries generally continues to exert increasing influence upon college and university libraries. Some thirty-five such libraries now maintain extension work,<sup>31</sup> more or less in co-operation with the extension activities of their institutions. Package and travelling libraries are the chief media for this, libraries, groups and individuals being reached; the mails and in at least one case a book wagon<sup>32</sup> are employed for delivery, and definite publicity effort is often a part of the plan.<sup>33</sup> Appropriately the notable instances are in libraries to which great rural or backward areas are tributary, such as those at the universities of Montana<sup>34</sup> and New Mexico<sup>35</sup> and that at Berea College, Kentucky.<sup>36</sup> At the University of New Hampshire there is local town service<sup>37</sup> and at the University of Michigan<sup>38</sup> assistance to business men in establishing business libraries. Doubtless the college libraries concerned have an active hand also in the preparation of reading lists for graduates, a form of adult education endeavor being fostered by Amherst, Dartmouth, Lafayette Smith, Wellesley, Trinity and Brown.<sup>39</sup>

Building developments for the period are conspicuous and encouraging. Among the state and

<sup>14</sup> — 31:357. 1926.

<sup>15</sup> LIBRARY JOURNAL, 50:94. 1925.

<sup>16</sup> — 49:1026. 1924.

<sup>17</sup> — 50:291. 1925.

<sup>18</sup> A.L.A. Bulletin, 19:193. 1925.\*

<sup>19</sup> LIBRARY JOURNAL, 51:148. 1926.

<sup>20</sup> — 50:758. 1925.

<sup>21</sup> Libraries, 31:17. 43. 1926.

<sup>22</sup> LIBRARY JOURNAL, 51:522. 1926.

<sup>23</sup> Public Libraries, 30:44. 1925.

<sup>24</sup> — 30:280. 1925.

<sup>25</sup> — 30:46. 1925.

<sup>26</sup> LIBRARY JOURNAL, 51:476. 1926.

<sup>27</sup> — 51:477. 1926.

<sup>28</sup> University of Illinois Bulletin, Aug. 24, 1926. p. 59.

<sup>29</sup> University of California. School of Librarianship. Announcement. 1926-27.

<sup>30</sup> A.L.A. Board of Education for Librarianship. Annual Report, 1925. p. 26.

<sup>31</sup> LIBRARY JOURNAL, 51:845. 1926. A.L.A. Bulletin, 19:333. 1925. A.L.A. Commission on the Library and Adult Education. Report, 1926. p. 155.

<sup>32</sup> LIBRARY JOURNAL, 50:954. 1925.

<sup>33</sup> A.L.A. Bulletin, 19:339. 1925.

<sup>34</sup> LIBRARY JOURNAL, 50:488. 1925.

<sup>35</sup> — 51:574. 1926.

<sup>36</sup> — 50:954. 1925.

<sup>37</sup> — 51:246. 1926.

<sup>38</sup> — A.L.A. Bulletin, 20:30. 1926.

<sup>39</sup> Libraries, 31:306. 1926.

provincial universities Minnesota<sup>40</sup> dedicated its finished quarters just over two years ago, British Columbia<sup>41</sup> recently occupied a completed structure and Illinois<sup>42</sup> an initial unit; Indiana<sup>43</sup> is almost as far along with an addition, and Washington<sup>44</sup> with its full building. Dartmouth<sup>45</sup> has broken ground and the Yale<sup>46</sup> plans have reached an advanced stage. Rochester is known to be deeply engaged with a project, altho no detailed announcement is reported. Wesleyan<sup>47</sup> of Connecticut has a generous gift for a building, as has also the University of Pittsburgh. The Agricultural Colleges of Michigan,<sup>48</sup> Iowa<sup>49</sup> and North Carolina<sup>50</sup> have provided new buildings for their libraries, and that of South Dakota<sup>51</sup> is to apply to a similar purpose the first \$200,000 yielded by a state cigarette tax. The smaller colleges and universities have been correspondingly active, altho, except for the completion of the buildings at Fordham and Antioch,<sup>52</sup> the near-completion of that at Holy Cross, and the starting of that at Elmira,<sup>53</sup> operations seem to be confined to the south. Construction is finished or in progress at Elon, Meredith,<sup>54</sup> Duke,<sup>55</sup> Emory,<sup>56</sup> Florida,<sup>57</sup> Millsaps,<sup>58</sup> Texas Christian<sup>59</sup> and Catholic University at Washington.<sup>60</sup> Among Teachers Colleges and Normal Schools East Carolina<sup>61</sup> of North Carolina, at Greenville, opened a new library building just over two years ago, while Ohio State Normal at Kent<sup>62</sup> has a building appropriation. Valuable suggestions on library furniture and furnishings were provided in a paper by Mr. Walter, in which he discussed specifications for such equipment and the appropriate instructions to builders.<sup>63</sup>

Gifts of funds other than for buildings consist largely of Carnegie grants, Coe<sup>64</sup> being bene-

ficiary of \$25,000, Oberlin<sup>65</sup> of \$50,000 and Whitman<sup>66</sup> of \$50,000. Union Theological Seminary<sup>67</sup> has received \$100,000 from members of the McAlpin family, and the University of Texas<sup>68</sup> and Wesleyan of Georgia<sup>69</sup> \$150,000 and \$25,000 respectively from individual donors.

Doubtless many libraries have added departments of greater or less importance within the last two years. There have come to notice the opening of three new departmental libraries and the beginnings of a library of transportation at Michigan; the assembling of scattered collections into a reorganized medical library at the University of Iowa;<sup>70</sup> the Arthur Upson "browsing" room at Minnesota;<sup>71</sup> and the provision by Mercer of special quarters for a theological library in its new theological building.<sup>72</sup>

Whether or not because reports are incomplete the period seems not rich in notable acquisitions. Harvard<sup>73</sup> apparently leads with Amy Lowell's library, some signal Miltoniana, a quantity of important Bössuet material, accessions to its juvenilia, and the Crispe collection of charters and deeds. Yale has added a Gutenberg Bible. Princeton received the Boker collection,<sup>74</sup> that of Ferree on French cathedrals, and that of Le Brun on Montaigne and Rabelais. Columbia made notable accessions in Chinese material, in Provençal literature, in foreign law, and in books on Joan of Arc. George Washington received from Blasco Ibáñez a complete set of his works. Stanford continued to add to the Hoover war library, material from the American Library in Paris contributing to this. Johns Hopkins is developing an Edmund Spenser collection. Pomona<sup>75</sup> bought Professor Mavor's library on Russia. Chicago<sup>76</sup> secured a number of early Bibles and Baker<sup>77</sup> acquired by bequest the Bible collection of Bishop Quayle.

The outstanding exhibit of interest to college and university libraries was that representing the output of the German press in the last ten years, a collection of about ten thousand volumes, displayed in connection with the midwinter meet-

<sup>40</sup> Oberlin College. Library. *Annual Report*, 1925. p. 7.

<sup>41</sup> *Public Libraries*, 30:308. 1926.

<sup>42</sup> *New International Yearbook*, 1925. p. 724.

<sup>43</sup> *Library Journal*, 51:93. 1926.

<sup>44</sup> — 51:40. 1926.

<sup>45</sup> — 50:310. 1925.

<sup>46</sup> — 50:310. 1926.

<sup>47</sup> — 51:40. 1926.

<sup>48</sup> *Harvard Library Notes*, no. 15: 41-43, 49-56, 57-69, 60-62. 1925; no. 16: 84. 1925.

<sup>49</sup> *Libraries*, 31:51. 1926. Princeton University. Library. *Annual Report*, 1926. p. 1-2. *Public Libraries*, 30:481. 1925. A.L.A. *Bulletin*, 19:183. 1925. Johns Hopkins University. Library. *Annual Report*, 1925. p. 1.

<sup>50</sup> *Library Journal*, 51:586. 1926.

<sup>51</sup> *Libraries*, 31:247. 1926.

<sup>52</sup> *Public Libraries*, 30:488. 1925.

<sup>60</sup> *Library Journal*, 49:1042. 1924. *Public Libraries*, 29:529. 1924.

<sup>61</sup> *Library Journal*, 51:94. 1926. *Libraries*, 31:430. 1926.

<sup>62</sup> *Library Journal*, 51:671. 1926.

<sup>63</sup> *Indiana University Alumni Quarterly*. Oct. 1926. p. 463.

<sup>64</sup> *Library Journal*, 51:94. 1926.

<sup>65</sup> — 51:671. 1926.

<sup>66</sup> — 51:183. 1926.

<sup>67</sup> *New International Yearbook*, 1925. p. 725.

<sup>68</sup> *Library Journal*, 50:42. 1925.

<sup>69</sup> *Libraries*, 31:257. 1926.

<sup>70</sup> *Library Journal*, 51:375. 1926.

<sup>71</sup> — 51:296. 1926. *Libraries*, 31:103. 1926.

<sup>72</sup> *Public Libraries*, 30:222. 1925.

<sup>73</sup> *Library Journal*, 50:228. 1925.

<sup>74</sup> — 51:40. 1926.

<sup>75</sup> — 51:40. 1926.

<sup>76</sup> *Libraries*, 31:208. 1926.

<sup>77</sup> *Library Journal*, 50:545. 1925.

<sup>78</sup> — 51:83, 92. 1926.

<sup>79</sup> — 50:94. 1925.

<sup>80</sup> *Public Libraries*, 30:344. 1925.

<sup>81</sup> *Library Journal*, 50:92. 1925.

<sup>82</sup> *Public Libraries*, 30:346. 1925.

<sup>83</sup> *Library Journal*, 50:163. 1925.

<sup>84</sup> *Public Libraries*, 30:345. 1925.

ings at Chicago in 1924-25 and thereafter at Columbia University.<sup>79</sup> A Byron centenary exhibit was held at the Wrenn library at the University of Texas.<sup>80</sup> Deserving of special mention also was the Vollbehr collection of some three thousand incunabula, which was shown at several points over the country and finally at the National Arts Club in New York.

The foreign news is diversified and gratifying tho not great in amount. Restoration of the library at the University of Louvain is assured, and likewise a limited income for maintenance.<sup>81</sup> An unconditional gift of four million yen from John D. Rockefeller, Jr., together with the provision of 100,000 volumes from the United States, is making possible the rebuilding and restocking of the library at the Imperial University of Japan at Tokio.<sup>82</sup> Boone University, now become Boone College of Central China University, was granted \$10,000 Mexican annually for three years for the development of its library school, this sum being a portion of the Boxer indemnity funds remitted by a recent Congress following the untiring representations of Mary E. Wood. The new Gennadeion Library in Athens was dedicated in April 1926.<sup>83</sup> The Hebrew University at Jerusalem intends that its library shall serve as the national library of Palestine and already has assembled a significant collection of Oriental literature.<sup>84</sup> The University of Florence has established a library school and plans to build up a library and museum in connection with it.<sup>85</sup>

Significantly or otherwise, most of the recently published works of college librarians are professional in nature, the exceptions being the initial volume of E. A. Baker's *History of the English Novel*,<sup>86</sup> Charles Grant Mathews, *Ohio Hill Songs*,<sup>87</sup> and F. C. Hicks' *Famous American Jury Speeches*. Asa Don Dickinson, mild in the spoken word but provocative in the written one, issued a guide to reading under the title of *One Thousand Best Books*,<sup>88</sup> and subsequently a defense of it;<sup>89</sup> later a new translation of des Housayes' address on the librarian,<sup>90</sup> which roused discussion as to our professional antiquities.<sup>91</sup> William W. Bishop gathered eighteen of his own essays and published them as *The Backs of*

*Books*.<sup>92</sup> New editions appeared of Theodore W. Koch's *On University Libraries*<sup>93</sup> and *Reading: a Vice or a Virtue*.<sup>94</sup> *Viewpoints in Modern Drama*, prepared by F. K. W. Drury, took its place as one of the A.L.A. "Viewpoints" series. Lonna D. Arnett completed his *Elements of Library Methods*,<sup>95</sup> the outgrowth of a course in the use of the library at the University of West Virginia. The usual reviews of reference publications appeared from Miss Mudge's desk.<sup>96</sup> Northup's *Register of Bibliographies of the English Language and Literature* contains a contribution by Andrew Keogh and was reviewed by Henry B. Van Hoesen.<sup>97</sup> Gerhart R. Lomer and Margaret S. Mackay provided a 250-page *Catalog of Scientific Periodicals in Canadian Libraries*.<sup>98</sup> Mary L. Irwin published in book form a revision of her Trollope bibliography. Dorothy Plum brought to date Hugh Williams' bibliography *College Libraries in the United States, 1899* with *A Bibliography of American College Library Administration, 1899-1926*, issued as New York State Library *Bibliography Bulletin* 77. Howard S. Leach's Woodrow Wilson bibliography is being used in the Baker and Dodd edition of the Wilson public papers.<sup>99</sup> Philip S. Goulding and Helen Goulding compiled the *Index to American Book Prices Current, 1916-22*.<sup>100</sup> Winifred Ver Nooy is joint author of the *Index to One-act Plays*.<sup>101</sup> Fannie Dunlap and Alice S. Johnson collaborated on *A Bibliography of Vocations for College Women*.<sup>102</sup> Abroad, Dr. Hessel of Göttingen sent forth his *History of Libraries*,<sup>103</sup> and Hjalmar Pettersen of Oslo the second edition of his *Anonyms and Pseudonyms in Norwegian Literature 1678-1890*.<sup>104</sup>

Publications by libraries reported are few, but there is to be noted a handbook issued at Iowa<sup>105</sup> toward the close of 1924, and a new edition of one distributed at Minnesota a few weeks back.

College and university library staffs contributed to the A.L.A. Survey, which, even allowing for unhappy limitations, bids fair to be for library schools the most useful tool of this generation.

There remain for mention various personal notes. The retirement of William H. Carpen-

<sup>79</sup> LIBRARY JOURNAL, 50:905. 1925.

<sup>80</sup> — 50:94. 1925.

<sup>81</sup> A.L.A. Bulletin, 20:5. 1926. LIBRARY JOURNAL, 51:177. 1926.

<sup>82</sup> LIBRARY JOURNAL, 50:135, 140. 1925.

<sup>83</sup> Libraries, 31:274. 1926.

<sup>84</sup> LIBRARY JOURNAL, 50:367. 1925.

<sup>85</sup> Libraries, 31:424. 1926.

<sup>86</sup> LIBRARY JOURNAL, 50:270. 1925.

<sup>87</sup> Public Libraries, 30:329. 1925.

<sup>88</sup> — 30:397. 1925.

<sup>89</sup> — 30:299. 1925.

<sup>90</sup> LIBRARY JOURNAL, 51:9. 1926.

<sup>91</sup> — 51:149. 1926.

<sup>92</sup> — 51:430. 1926.

<sup>93</sup> Public Libraries, 30:39. 1925.

<sup>94</sup> — 30:330. 1925.

<sup>95</sup> LIBRARY JOURNAL, 51:334. 1926.

<sup>96</sup> — 50:15. 1925. 51:63. 1926.

<sup>97</sup> — 51:179. 1926.

<sup>98</sup> Public Libraries, 29:549. 1924.

<sup>99</sup> LIBRARY JOURNAL, 50:270. 1925.

<sup>100</sup> 50:964. 1925.

<sup>101</sup> Public Libraries, 30:330. 1925.

<sup>102</sup> LIBRARY JOURNAL, 50:182. 1925.

<sup>103</sup> — 51:33. 1926.

<sup>104</sup> — 50:46. 1925.

<sup>105</sup> — 49:1042. 1924.

ter<sup>108</sup> as acting librarian at Columbia was followed by the appointment of Charles C. Williamson as director of libraries and of Roger Howson as librarian. Sidney B. Mitchell relinquished his work at California to occupy a professorship in the new Michigan library school. Willis H. Kerr, long the mentor of normal school librarians and of Kansas librarians generally, forsook the prairies for the librarianship at Pomona.<sup>107</sup> George F. Strong added to his duties the oversight of Case Library, with the affiliation of that library with Western Reserve University.<sup>106</sup> Foster W. Stearns became librarian at Holy Cross,<sup>109</sup> and William N. Seaver was advanced from the assistant librarianship to the librarianship at Massachusetts Institute of Technology.<sup>110</sup> Clara Van Sant went to Oklahoma College for Women as librarian,<sup>111</sup> Mary M. Shaver to Skidmore,<sup>112</sup> Gilbert H. Doane to the University of Nebraska,<sup>113</sup> and Arthur R. Curry to Texas Christian Univer-

sity.<sup>114</sup> Pressure of work obliged Andrew Keogh to resign from the American Library Association Board of Education for librarianship, his place being taken by Louis R. Wilson.<sup>115</sup>

Recognition of notable service was indicated in several instances. Harry L. Koopman<sup>116</sup> spent six months leave in extended travel. Charles A. Nelson<sup>117</sup> celebrated the completion of his seventieth year of library and literary work. Local observance was held of Ange Milner's<sup>118</sup> thirty-fifth anniversary at the Illinois State Normal University, of Louis R. Wilson's<sup>119</sup> twenty-fifth at the University of North Carolina, and of Mary E. Wood's<sup>120</sup> twenty-fifth at Boone.

Within the period death claimed Ernest De Witt Burton,<sup>121</sup> Charles J. Barr,<sup>122</sup> and abroad, A. T. Kalishevsky,<sup>123</sup> for many years director of the first Moscow University Library.

<sup>108</sup> — 50:506. 1925.

<sup>109</sup> A.L.A. Board of Education for Librarianship. *Annual Report*, 1926. p. 11.

<sup>110</sup> LIBRARY JOURNAL, 50:180. 1925.

<sup>111</sup> — 50:920. 1925.

<sup>112</sup> *Public Libraries*, 30:283. 1925.

<sup>113</sup> *Libraries*, 31:234. 1926.

<sup>114</sup> LIBRARY JOURNAL, 50:180. 1925.

<sup>115</sup> *Public Libraries*, 30:313. 1925.

<sup>116</sup> LIBRARY JOURNAL, 50:614. 1925.

<sup>117</sup> — 50:920. 1925.

<sup>100</sup> — 50:909. 1925.

<sup>101</sup> — 50:716. 1925.

<sup>102</sup> *Public Libraries*, 30:52. 1925.

<sup>103</sup> LIBRARY JOURNAL, 50:870. 1925.

<sup>110</sup> — 50:548. 1925.

<sup>111</sup> — 49:1046. 1924.

<sup>112</sup> — 50:413. 1925.

<sup>113</sup> — 50:614. 1925.

## A. L. A. Curriculum Study Methods

"THE method of preparing textbooks, commonly known as job analysis, is not startlingly new," says Dr. W. W. Charters, of the University of Chicago, director of the A. L. A. Curriculum Study, in reply to many requests for information about the methods used by the staff of the Study. "In preparing a text for an occupation, any author will, as a matter of course, study the occupation to discover the duties; then he will try to collect methods of performing the duties and to organize them in good form for learning. This is what has been done in the present case. The difference between our situation and that of most authors is this. We have been able to collect material with greater care and thoroughness than an author ordinarily has the time or money to do. Thru our organization the A. L. A. has provided its authors with an unusual opportunity to work under excellent conditions. This so-called job analysis is not a mystery. It is just common sense."

The first book to be issued by the Curriculum Study is Jennie M. Flexner's *The Circulation of Books in Public Libraries*, which is now being tried out in library schools in mimeographed form prior to its release in printed form next summer, and the story of the preparation of

this text is typical, since with slight modifications the same methods will be used in the preparation of all the texts.<sup>1</sup>

The selection of two young library people—intelligent, careful, and scientifically minded—to form the headquarters' staff was the first problem. As already announced Mr. Harold F. Brigham and Miss Anita M. Hostetter were chosen.

An advisory committee, so constituted as to represent libraries of different kinds and sizes, and particularly to represent the library schools, was then appointed, and this group, recognized as a wise and progressive body of leaders, has given expert advice on numerous questions of policy and procedure.

The third personnel problem, the selection of the writer, was approached with unusual care. The writer should be an authority in his field, possessing wide personal experience and deep enthusiasm, and able to use discriminatingly

<sup>1</sup> Margaret Mann, of the University of Michigan Library School, began work on the preparation of the Cataloging text last summer. The first draft will be ready for trial before next September. Books on selection and reference work are in process of preparation during the present year and should also be ready for trial in mimeographed form next September.

the materials collected by the staff. The Advisory Committee and the A. L. A. Editorial Committee discussed frankly the leaders in the field of circulation work who might be available, with the result that Miss Jennie M. Flexner of the Louisville Free Public Library was chosen.

To the staff of five and the Advisory Committee should be added about one hundred and fifty librarians who assisted in certain problems, the A. L. A. headquarters staff, and many others who were asked from time to time for information, advice, and criticism. Particular mention must be made of one man who is not a librarian, Mr. W. F. Rasche, an educator working in the field of industrial education and an expert in the preparation of the instruction sheets so commonly used in that branch of education. With the assistance of the staff he prepared the ten practice sheets which have been developed for teaching the essential routine jobs of the circulation department.

The one hundred and fifty or more persons involved in the preparation of the text on circulation were all members of the library craft. The director of the study provided techniques of investigation which had been used successfully in other fields. But all the library technique was supplied by librarians.

The technique of investigation consists of six steps. First, circulation department duties were carefully collected. The staff listed all the duties that they could recall or find in literature. By visits to many different types of libraries were added other duties until the total number of duties was found to be 104.

Methods of performing these duties were then collected. Literature did not afford many descriptions of methods. Representative libraries were then selected—spread over the whole country, and including large, medium, and small public libraries, technical libraries, school libraries, and so forth. Reports on methods used in six distant libraries were collected by mail; but chief reliance was placed on visits and interviews, Mr. Brigham and Miss Hostetter visiting fifty-five of these libraries, and spending on an average four hours at each interview. On specially prepared forms they recorded the methods used in each library with all the common practices and variations noted.

The third step was the collation and tabulation of these results on sheets which now present in compact form the most comprehensive picture of circulation practice ever collected.<sup>2</sup>

Fourth, the traits of a good circulation librarian were collected, for it is just as important

to know what kind of person a librarian is as to know what duties he performs. Courtesy, accuracy, and interest in people are a few of the twenty-three essential traits noted. The analysis was made by the staff with the assistance of Mrs. H. G. Kenagy, who has had experience with the technique of trait analysis. The data were secured thru interviews with librarians, heads of departments, and patrons of libraries.

With this material to work upon and with rich practical experience, Miss Flexner began writing the text. She was asked to write the book in her own way, putting all her experience, convictions, and enthusiasm into it. The Advisory Committee had settled certain general policies which she was expected to follow. But the business of the staff members of the Curriculum Study was merely to help her, and if she did not wish to use the material collected, she was not required to do so. Miss Flexner used it freely and constantly, and some ninety conferences involving more than 150 problems took place, as well as innumerable talks about minor matters. The Advisory Committee had laid the plans, and the Study staff had collected the material. Miss Flexner developed the point of view and worked the subject matter into the form which best expressed her own convictions and enthusiasms. To include even all the good methods collected from fifty-five libraries in a book of practical size was impossible. No attempt was made to standardize practice. As many variations were described as the limited space would allow, altho a constant attempt was made to evaluate the methods in so far as the author and the staff were able to decide which were the most effective, the most frequently used, or the most progressive.

Finally, after the first draft of the book had been completed in August, it was mimeographed and sent to the library schools to be tried out under practical teaching conditions. It was sent primarily to the library schools because the Advisory Committee had decided that this text should be written for them rather than for training and apprentice classes. In the spring the suggestions and criticisms will be collected from teachers and other experts. Miss Flexner will then revise the material, the text will be printed, and the craft will be able to secure it for use by September, 1927.

## The Calendar

Jan. 20-21. In Boston. Midwinter meeting of the Massachusetts Library Club.

March 4-5. At Vassar College, Poughkeepsie, N. Y. Conference on children's reading.

June 20-27. At Toronto, Canada. Forty-ninth annual meeting of the American Library Association.

September 27. At Edinburgh, Scotland. Opening of the (British) Library Association's jubilee conference.

<sup>2</sup> The A. L. A. is now considering the feasibility of distributing photostatic reproductions of the tabulation sheets at cost for the use of any library interested in knowing the common practices and variations in practice in the selected libraries.

# Advanced Training for College and University Librarianship\*

By CHARLES B. SHAW

*Librarian of the North Carolina College for Women, Greensboro, N. C.*

TO what purpose shall librarians for colleges and universities be trained? Are they to be scholars or executives? Dr. R. L. Kelly,<sup>1</sup> in his *Tendencies in College Administration* states his belief that "it is becoming more and more manifest that librarians should be qualified not only for making bibliographies as a necessary part of research, but for what is considered research work itself. They should be familiar with the methods of research and should themselves be research workers in specific fields not necessarily having to do with books. Effort is being made on the part of the librarians to free themselves insofar as possible from administrative and other routine and to make their calling a profession comparable to the professions of engineering, medicine and law."

The preponderance of opinion—and certainly our hope—seems to tend toward the conception of the college librarian as scholar, as well as merely administrator or executive along with the registrar, the business manager and the superintendent of buildings and grounds. Miss Coulter<sup>2</sup> notes that "the great cry in the university today is for productive scholarship and the librarian is judged by the same standard as the teacher. . . . If I read tendencies aright in our universities the demand for research will not lessen. I further see the increased interest in bibliography, which is the parent of research." Mr. Noë,<sup>3</sup> too, laments the present-day drift away from productive scholarship to technical and administrative efficiency above all else, and suggests that "any diversion of university means for the promotion of scholarly pursuits among staff members would bring rich returns to the library itself. . . . The dignity of the profession [would be] enhanced in the eyes of the academic world. But more important still, every staff member would find greater satisfaction in his work and his self-respect would correspondingly increase. Instead of being a more or less underpaid official with no inspiring

future, he would take pride in belonging to a profession with high scholarly ideals."

The proper solution is, probably, a better integration of the two functions. The college library worker must have, to quote Dr. Williamson,<sup>4</sup> "a broad, general education, represented at its minimum by a thorough college course of four years, plus . . . one year of graduate study in a properly organized library school" (to add to a well-rounded education acquaintance with general library methods and technique), plus a year of advanced training which will make the student a specialist; "an expert, a master of the history, theory, technique and practical problems of his field."

It is on the assumption that the college library worker is to be that noble trinity—a gentleman (or a lady), a scholar and an executive combined, that the following advanced course of study is based. It is an effort to provide—at least as a basis for discussion—a curriculum which as a superstructure over a well-rounded college course, a year's study of professional and technical fundamentals, and a year or more of practical experience will equip the individual who takes it with the necessary knowledge, experience and skill to become at once a constructive administrator and a productive scholar.

This additional year of study is to lead to the degree of master of science. The requirements for admission to the work are as follows: First, a bachelor's degree from an approved college or university. This means the completion of sixty units among diversified subjects. Secondly, a one-year course in an accredited library school. The course of study of the first year at, for example, the Columbia University School of Library Service is as follows:

## WINTER SESSION

### Prescribed courses

	Points
Subject, trade and national bibliography . . .	2
Introduction to standard works of reference . .	2
Principles and methods of selecting books for libraries of different types . . . . .	2
Principles of dictionary cataloging . . . . .	2
Principles of classification . . . . .	2
Organization and administration of libraries . .	2
Problems and methods of library management . .	2
Factors in the development of American libraries . . . . .	1
Total . . . . .	15

\*Charles C. Williamson. *Training for Library Service*. New York, 1923. 165p.

\* Revision of a paper read at the Eastern College Librarians Conference, November 27, 1926.

<sup>1</sup> Robert Lincoln Kelly. *Tendencies in College Administration*. New York, 1925. 276p.

<sup>2</sup> Edith M. Coulter. "The University Librarian: His Preparation, Position and Relation to the Academic Department of the University." *A.L.A. Papers and Proceedings*, 1922. p. 271-275.

<sup>3</sup> Adolf C. Noë. *Our University Libraries, School and Society*, 10:70-72. July 19, 1919.

## SPRING SESSION

*Prescribed courses*

Methods and problems of subject bibliography	2
Principles and practice of reference work	2
Practical problems in cataloging	2
Introduction to the history of books and libraries	1
	7

*Elective*

Library work with children	2
Public libraries	2
College and university libraries	2
Special libraries	2
School libraries	2
Special problems in cataloging	2

Thirdly, at least one year's experience in an approved library. Additional evidence of fitness to pursue graduate work may also be required. A minimum of thirty tuition points distributed over a period of not less than one academic year is required for the M.S. degree. Students are also required to prepare an essay or thesis.

The Board of Education for Librarianship<sup>1</sup> is emphatic in its statement that standards do not mean standardization in the sense of uniformity, and in its implication that such uniformity is undesirable. Dr. Williamson has also warned against "tradition and imitation" in the content of the curriculum. To this we shall all agree. There are, however, certain courses which were offered in the second year at Albany, are offered at Illinois, and are probably to be offered at Michigan. The agreement of the three two-year schools in offering these courses obligates a very careful consideration concerning their inclusion in the course of study under discussion here. It should be noted, however, that there is practically no uniformity as to the amount of time devoted to these various courses. With certain adaptations, three of these courses are retained in this proposed curriculum. They are the courses in administration, bibliography and classification.

A brief description of each of the courses included in this proposal follows.

*Administrative problems.* Two points, each session. Among the topics to be considered in this lecture and reading course are the function of the library; its organization; departmental budget allotments; purchasing; foreign buying; personnel management; job analysis; necessary departures or peculiarities in book selection, in charging systems, etc.; departmental libraries; annual report making; methods of promoting the extra-curricular use of the library by students; aims, methods and organization of uni-

versity extension,—to enumerate but a few of the various and diverse problems.

*Bibliography symposium.* Three points, winter session. Mr. Jennings<sup>2</sup> gives the kernel of the idea in this quotation: "Courses in the bibliography of great epochs in history and in the history and bibliography of the various sciences, are now given during the regular year's work of the best universities. Such courses, by men who are authorities in their subjects might be given. . . . This intensive work in the bibliographies of important subjects is one of the great needs in progressive library work." Thus this course becomes one in subject bibliography and in the important literature of each subject, presented by members of the university staff who are acknowledged authorities. Probably a member of the library school faculty would have to act as a co-ordinator and supplementer in this course; but what might be lost to the students in strict continuity and in evenness of treatment would perhaps be more than compensated for by the prestige and authority of the lecturers. Probably, too, the library school would profit by the awakened interest of and intimate contacts with these authorities from other departments of the university.

*Classification.* One point, winter session. The description of this course is taken from the Albany catalog. "A comparative study of different systems of classification and their various notations, with special attention to the adaptations of the Dewey decimal classification by the Institut International de Bibliographie and to the Library of Congress classification."

*Seminar.* One point, each session. A course to consist chiefly of student reports on and discussions of current professional literature in the library and educational periodicals, and new books of professional interest to librarians as officials of higher educational institutions.

*College and university library buildings.* One-half point, spring session. As evidence of the need of this course two quotations are submitted. The first is from Mr. Bishop<sup>3</sup>: "What shall we say of college library buildings from the point of view of teaching? Well, the less said the better. There are only some half-dozen college library buildings in the country which appear to have been consciously planned with a view to their use in instruction. . . . In fact the pretty little library buildings which are the pride of many colleges are veritable frauds when considered from any scientific or professional point of view." The problem has also come

<sup>1</sup> A.L.A. Board of Education for Librarianship. *Second Annual Report*. Chicago, 1926. 85p.

<sup>2</sup> Judson T. Jennings. *Librarianship as a Profession in College and University Libraries*. LIBRARY JOURNAL, 43:227-233. 1918.

<sup>3</sup> William Warner Bishop. *Our College and University Libraries—a Survey and a Program*. *School and Society*, 12:205-214. August 18, 1920. (Also in *The Backs of Books and Other Essays in Librarianship*. Baltimore. 1926. 338p.)

before this conference." "The need of a standard book of building plans for public and college library buildings was discussed. Charles H. Brown of the Iowa State College Library wrote that he had great difficulty in obtaining any information on uniform practices either from the A.L.A. or elsewhere when planning the new building there. Certain standards cannot be fixed for college library buildings, but there are certain averages which can be used for standards as for instance seating capacity of the reserve and reading room in proportion to the main reading room and to the students in the college. Mr. Wyer said that he had made from time to time reports of college library buildings in New York and in one or two adjacent states, and had constantly loaned the typed reports to other college libraries, with the permission of the colleges surveyed, because of the lack of any standard book on the subject." This course would not develop architects; but it should sufficiently train and instruct librarians to co-operate with or combat architects intelligently and effectively.

*Foreign libraries and librarians.* One-half point, spring session. Lectures and readings which will acquaint the student with the history, collections and buildings of such great libraries abroad as the Vatican Library, the National Central Library in Florence, the Bibliothèque Nationale, the Königliche Bibliothek, the British Museum, the Bodleian Library, etc.; and with the lives and accomplishments of Sir Antonio Panizzi, Richard Garnett, James Kirkwood, Magliabecchi, Léopold Delisle, Gabriel Naudé, Friedrich Adolf Ebert, for example; and other great librarians.

*History of book-making.* One point, spring session. An introduction to paleography and diplomatics; manuscripts; a history of printing—processes and presses and personalities; a study of famous binders and bindings; the history of illustration and illustrators; etc.

*Field observation.* Two points, spring session. As pointed out by Mr. Reece and others in discussion at the conference there are two objections to a large amount of field work: first, students in the course have already had at least one year (and many students will have had several years) of work in a library; secondly, it will be extremely difficult to find college library executives who can or will temporarily abdicate in favor of library school students. Instead of a large amount of field and practice work therefore, this proposal suggests a credit of two hours a week in the second semester for six to eight weekly hours of systematic observation of and discussion with college library executives.

This completes the list of professional library

courses. To give the student the necessary acquaintance with and broad outlook in the field of higher education, two courses are suggested.

*College administration.* Four points, each session. The following description is of courses offered by the Columbia University department of education, numbers 225E and 226E. "The scope of the course is indicated by the following topics: Institutional control, state regulations, charters, statutes, by-laws, responsibilities of administrative officers, types of university organization, professional education; the American college; relations of higher education to religious and philanthropic bodies; faculties and departments, selection and development of staff, teaching load, salaries and pensions, curricula, standards of admission and graduation, students' welfare; correspondence, records and bookkeeping; upkeep of buildings and grounds, dormitory management; budgets, sources of investments, expenditures, accounting, reports."

*History of higher education.* One point, each session. Substantially the course here outlined was offered to graduate students at Clark University a few years ago. Lectures and readings on such topics as the history of higher education in classical times; the universities in the Middle Ages and Renaissance; the history and importance of selected foreign universities; the history of early American colleges; great personalities; the evolution of the course of study; financial history; the land-grant era; the education of women; co-education; notable contributions of specific institutions; the changing methods of instruction; development of college architecture; development of graduate and professional instruction; academic freedom; etc.

*Elective.* Three points, each session. In discussing this paper during the session of the conference, Mr. Bishop suggested that advanced students in the library school should be given an opportunity to pursue graduate courses and to accomplish scholarly results in non-professional subjects; in English literature, in American history, or in any subject in which the student might be properly prepared and interested. President Gilman<sup>\*</sup> of Johns Hopkins, more than a quarter of a century ago said of the university librarian: "The principal librarian should be a man of wide knowledge . . . his office should rank with that of professor. . . . He will be the better administrator if he cultivate his own special branch of study, for thus he will have a sympathetic relation with other investigators." Mr. Reece<sup>†</sup> has also noted that "in shaping the library school curriculum of the future there must be far greater emphasis than

<sup>\*</sup> Daniel Coit Gilman. *University Problems in the United States*. New York, 1898.

<sup>†</sup> Ernest J. Reece. *Some Possible Developments in Library Education*. Chicago, 1924. 25p.

<sup>\*</sup> Eastern College Librarians. *LIBRARY JOURNAL*, 48: 1065-1067. December 15, 1923.

at present on familiarity with various fields of knowledge, and less direct stress on methods and tools as such, at least as far as the more advanced study is concerned. This is obvious if there is to be produced the scholarly and thoroughly equipped librarian; lacking which, neither degrees nor other official credentials can command for librarians the respect which their work at its best deserves, and which they themselves covet in academic circles and in the professional world generally." It is possible, too, here to interpret Dr. Leonard's<sup>11</sup> concept of marginal responsibilities (as contrasted with technical responsibilities) in terms of librarianship. "By including the marginal areas . . . the technician becomes, in addition, a social leader, an economist, a statesman or a policy maker. To build a program upon the assumption that the professional worker is only a trained technician is to limit the curriculum to subjects and experiences directly related to very technical professional practices. To build a program based upon both technical and marginal responsibilities is to include the interpretative subjects necessary for social intelligence and leadership. . . . A happy day in the annals of professional education when this point of view prevails!" In support of these beliefs three hours thruout the year are left open as an elective; the student to choose a graduate course in some department of the university, subject to the approval of the library school authorities.

In tabular form the proposed curriculum is as follows:

WINTER SESSION	
Administrative problems . . . . .	2
Bibliography symposium . . . . .	3
Classification . . . . .	1
Seminar . . . . .	1
College administration . . . . .	4
History of higher education . . . . .	1
Elective . . . . .	3
	15
SPRING SESSION	
Administrative problems . . . . .	2
College and university library buildings . . . . .	1/2
Foreign libraries and librarians . . . . .	1/2
History of book-making . . . . .	1
Seminar . . . . .	1
Field observation . . . . .	2
College administration . . . . .	4
History of higher education . . . . .	1
Elective . . . . .	3
	15

In place of the required essay or thesis, or at least as an alternative, I suggest the compilation of a selective and annotated bibliography—a bibliography which will give a scholarly, critical and evaluative index to important mate-

rial about any appropriate subject. It does not take much stretching of the imagination to see here a series of publications that in scholarly attainment and in practical value will deserve to rank with the "Teachers College Contributions to Education," with the "Columbia University Studies in History, Economics and Public Law," and with other series of similar worth and importance.

Dean Russell<sup>12</sup> has written a chapter on "The University and Professional Training." I wish it were possible to repeat it here in its entirety. At least I can cite it, and urge all who are interested in this problem to read it. And I quote four brief sentences. "Specialized knowledge, high ideals, technical skill—these three are the trinity of professional guidance. It follows, therefore, that a professional school should set up three dominant ends to aim at. In its curriculum it should strive to organize and systematize the knowledge available in its particular field so that its students may get the essential facts needed at the beginning of their career; in its teaching it should give inspiration to creative effort and altruistic service; and at some stage of its training provision must be made for gaining technical skill. The pedagogical problems of all professional schools grow out of these fundamental requisites."

Dr. Tai<sup>13</sup> had similar ideas when he wrote: "Any professional school has two principal purposes in planning a curriculum. One is that it should conform to the highest professional standards of the profession and the other is that it should stimulate the professional initiative of the student. . . . The training for leadership in a profession requires something more than the mere 'dishing out' of intensive instruction in the professional technicalities. It requires that the students be given a vision of great usefulness and an appreciation of those humanistic principles which deepen human sympathies."

This proposal divides the work of the student into five sections: 1. Courses relating to library technique, administration, theory and history; 2. systematic observation; 3. courses relating to the administration and history of higher educational institutions; 4. creative, scholarly bibliographical research; and 5. advanced study of some non-professional subject.

Again I want to express the hope that the pursuit of this course of study may give the proper "specialized knowledge, high ideals and technical skill"; that it may so train and instruct the student that he or she will be equipped equally and finely for work as a constructive administrator and as a productive scholar.

<sup>11</sup> Robert Josselyn Leonard. Trends in professional education. *Teachers College Record*, 26:177-183. November, 1924.

<sup>12</sup> James Earl Russell. *Trend in American Education*. New York, 1922. 240p.

<sup>13</sup> Robert Josselyn Leonard. Trends in Professional Education. *Teachers College Record*, 26:177-183. No-

# Publicity on a Shoestring

*A Discussion of the Minimum Equipment Necessary for the Work of a Library Publicity Director, by Mary E. Clark, Washington (D. C.) Public Library.*

SOONER or later every city library decides to employ a publicity worker. The Bible tells how a certain rich man laid a feast and then when his guests failed him sent his servants out into the highways and byways to invite strangers in to share the feast. Librarians are much in the position of this host. They have a feast but the guests tarry. News of the library's resources must be carried to the public at large who, surrounded by amusements and by other educational opportunities, are slow to use the library. The City Fathers demand tangible signs of progress when more money is asked for library budgets. The library must show increased circulation figures and greater registration. The librarian could act as the publicity medium but he or she has not the time from administrative duties. So it comes about inevitably that a publicity worker or editorial assistant or field representative or liaison officer is added to the library's staff.

What is the smallest budget on which such a worker can function?

He must have a good typewriter, a desk of his own, a filing cabinet for the "morgue," a telephone, or immediate access to one, an engagement pad, shears, scrapbook, paste-pot and pins, a small reference collection including a good book on printing, a dictionary, a book of synonyms, and Mr. Wheeler's book on publicity.

He should have the services of a first-class typist, unlimited credit at the charging desk for books and magazines, and the services of every department, at his command. A publicity worker cannot be a research worker and a publicity worker. He has no time to look up his facts. If he wants, for example, the name of every publication in town and the name of each editor, a note to the reference department should be sufficient to bring him that information in writing at the earliest possible moment. If he asks for a list of books on any subject, that list should be forthcoming at the earliest possible moment. The publicity worker's value lies in his ability to turn the library's resources into "drawing cards." He cannot do this and at the same time run down the facts he wants. There can be no more important work for a reference or bibliographical department to do than to furnish the publicity worker with facts.

Until a publicity worker can count upon having his requests to these departments—or to any library department—handled quickly and accurately, he will be greatly hampered in his

work. Perfect co-operation should exist with every department in the library. The publicity worker's task is hard enough without having ashes thrown on his slide by the failure of any member of the library staff to recognize the value of the publicity worker's time. The timeliness of news articles counts most. The publicity director can think out and execute half a dozen news items while the facts for one article are being assembled by one of the library's other departments. The publicity worker's chief assets are his ability to see a point for the library and to translate that point instantly either by word of mouth or by print.

Many library departments do not see the value of publicity. They seem to feel that it is a personal issue with the publicity worker. It is no part of the publicity man's work to woo the departments into believing in his work. That is a matter for the chief librarian to have settled with his staff before the publicity worker is employed. No department can stay outside of publicity, for the library must be advertised as a whole.

The publicity worker must have time to read. The daily newspaper may have a notice in it which, meaning nothing to the average library assistant, means to the publicity worker a chance to link the library with a civic interest. This magazine, that business organ, and the other bulletin, may carry invaluable material for the publicity worker if he has the type of mind that can apply things. (If he hasn't that kind of mind, he won't do publicity.) Children's workers have always impressed upon the library world that they must have time to read. Their need cannot hold a candle to the publicity worker's need. The children's workers can in need turn to an evaluating committee and postpone decisions. The publicity worker cannot put off his reading and his decisions for even a day, nor can he turn to any evaluating committee for local news or the possibility of library contacts.

Will publicity work take all of one assistant's time? Yes, that and more. He should have a stenographer for at least half a day. His production will be slowed up seriously if he must do his own typing.

The publicity worker must be absolutely free to come and go at any hour of the day. He needs to call on this printer, on that merchant; on this teacher, on that club leader. He cannot tell on Wednesday what he will need to do or where he will need to be on Thursday. As new things in the city's affairs develop, so must the

publicity worker adapt his time and effort.

Carfare or other transportation ought to be included in his budget. He needs postage; he needs an emergency fund for signs or for a tip in an occasional hotel exhibit. The legitimate expenses of his duties are the library's charge, not that of the publicity man. He should have a fund for joining societies. In one city it may be the Rotary—or the Zontas, in another the Press Club. A semi-professional contact with newspaper reporters is invaluable to a publicity worker, but he can hardly be expected to pay such club fees. He should also have a visiting card telling that So-and-so represents such and such a library, e.g., the card of the librarian for the blind at the Library of Congress.

The publicity worker, even the least wary one, knows that publicity must be backed by service in the library. If he knows of a department where the service is indifferent, or actually bad, where the books are not up to date and not in place and no effort is being made to back up the claims of the library, then the publicity man must fight shy of that department in his publicity. The public must never be inveigled into expecting something which the library cannot supply. That is the danger of library publicity. The publicity worker must depend on the library departments to make good his claims. Telephone service, for example, must back all claims made for it. The minute a library advertises, it must expect increase in quantity and variety of telephone calls—and so on for every channel of communication between library and public. If he only advertises such service as the library is qualified to give, then he has a right to expect service equal to these claims. If this service is not given and a report to administrative heads fails to improve this backward situation, then the publicity must avoid any mention of the erring department.

The publicity worker comes equipped with ability to write—for in addition to sending out news releases he generally edits a library bulletin—sense of values, good taste, a "nose" for news, a sense of justice, a sense of humor, good temper, understanding, a knowledge of books and of people, unlimited patience, faith in his job, salesmanship and personality—and then the up-to-dateness of the *New Yorker*.

No one, perhaps, in the library knows better than the publicity worker when real service is rendered, partly because the same sense of values which makes him a publicity worker tells him where the library succeeds and where it fails to meet what is expected of it, partly because his contacts with the public differ much from those of his colleagues in other departments. The publicity worker's opinion has, therefore, a special value, and a seat for him in the library's cabinet tends to increase the library's efficiency.

In the writer's present job, the library's resources offered only an abbreviated shoestring—but nevertheless the results seem worth while.

## New Projects of the Carnegie Trust

AN inquiry into the function of municipal and other local museums as a factor in education promises to be one of the most interesting and fruitful of the new projects outlined by the Carnegie United Kingdom Trust for the quinquennium 1926-1930 in the recently published report of the Executive Committee to the Trustees for the year ending December 31, 1925. The next, perhaps, is the intention to erect a building in the village of Sawston in Cambridgeshire to be known as the "Village College," which will include the elementary school, rooms for adult education, club meetings, etc., recreation rooms and a hall—a composite building intended to be the communal centre of the village and district for all purposes, and for all sections of the people without distinction of age or sex. In general, the trustees will assist those agencies which are concerned to promote adult education in the widest sense, including music, drama, folk-dancing, choral festivals, child welfare, and books.

Library work will be continued, of course, but in new directions. No further applications for building grants or for the foundation of county libraries (except in Ireland) will be considered, but the trustees have set aside substantial allocations for the purpose of stimulating and strengthening the libraries already existing. It is hoped gradually to build up a systematic and properly co-ordinated service with a national loan collection (the Central Library for Students) as a reserve, the great municipal libraries serving not only their own public, but also, on terms to be arranged, the regions of which they are the natural centers, the county circulating system, and the nucleus village library.

The Trust retires from the library field with the satisfaction of knowing that in England and Wales there are apparently only one county borough, twelve municipal boroughs, and forty-eight urban districts without public libraries. The total sum disbursed under this heading by Mr. Carnegie and the Trustees is about two million pounds. During 1925 new library buildings were opened at Nottingham (Southern branch) and at Airdrie (new central library) where circulation at once increased forty per cent. New buildings at Grantham and Gateshead were all but completed. Capital disbursements on county library schemes since 1915 will amount to £310,000. Forty-six English, eleven Welsh, and thirty-two Scottish counties now have such schemes in operation.

# Scholarships and Fellowships Open to Librarians

**F**OUNDATIONS and institutions which will consider scholarship applications from librarians or students in library science on a par with other applications now number ten, according to the A.L.A. Board of Education for Librarianship.

The *General Education Board* is especially interested in providing scholarships for negro librarians at the Hampton Library School. In 1925-26 three awards were made, and in 1926-27 seven. Qualifications, college graduates preferably. Apply to the General Education Board, 61 Broadway, New York.

*Kahn Foundation for Foreign Travel of American Teachers.* Qualifications, teachers of library science (men) preferably twenty-five to thirty-five years old. Stipend, \$5000, to be awarded to one or two applicants. Period of study, one year's foreign travel. Apply before April 15 to the Secretary, Kahn Foundation, 531 W. 116th Street, New York.

The *John Simon Guggenheim Memorial Foundation* offers \$2500 to citizens of the United States; preferably twenty-five to thirty-five years old, who have demonstrated capacity for productive scholarship. Period of study, twelve months. Apply before November 15, to Henry Allen Moe, secretary, John Simon Guggenheim Memorial Foundation, 2300 Pershing Square Building, New York.

For the *Robert Brookings Graduate School of Economics and Government* George Eastman Fellowships, research must be in a field overlapping library science and social science. Candidates must have had one full year of graduate work. Stipend, \$500-\$1000. Apply before March 1 to Professor W. J. Shepard, 1724 I. (Eye) Street, Washington, D. C.

*Yale University Graduate School.* Sterling Fellowships for research in humanistic studies and natural sciences. Qualifications: For bibliographical work. Open equally to graduates of Yale and other approved colleges and universities in the United States and foreign countries. Junior fellowships, M.A. degree, senior fellowships, Ph.D. degree. Stipend, junior fellowships, \$1000-\$1500; senior fellowships, \$1000-\$2500. Apply before March 1 for junior fellowships and before April 1 for senior fellowships to the Dean of the Graduate School, Yale University, New Haven, Conn.

The *American Council of Learned Societies* offers small grants for research (not professional in character) to citizens or residents of

the United States. Available for travel, secretarial assistance, supplies, etc. Stipend, not exceeding \$300. Period of study, not stated. Apply before January 31 to Professor Guy Stanton Ford, University of Minnesota, Minneapolis, Minn.

The *American-Scandinavian Foundation* offers two scholarships.

(a.) For Americans for study in Scandinavian countries. Candidates must have been born in the United States, must be capable of original research, and preferably college graduates. Familiarity with a Scandinavian language desirable. Stipend, \$1000 (in a few cases \$1200). Period of study, one academic year with a possibility of renewal. Apply before March 15, to the American-Scandinavian Foundation, 25 West 45th Street, New York.

(b.) For Scandinavians for study in the United States. Qualifications: Scandinavian birth; at least one year of university study; knowledge of the English language. Stipend, \$1000-\$1500. Period of study, one academic year. Apply before March 15 to the agent of the American-Scandinavian Foundation in the applicant's own country.

The *Bureau of University Travel* offers ten scholarships to be awarded to librarians with academic degree or equivalent, endorsed by the A.L.A. Stipend, \$200 applicable on one of the Bureau's European Tours. Period of study: Tours of two or three months. Apply before March 15 to Bureau of University Travel, 11 Boyd Street, Newton, Mass.

The *Commonwealth Fund* offers British graduate students, under thirty and unmarried, opportunities for study as member of Association of American Universities. Stipend, £600. Period of study, two years with provision for travel at Christmas and for three months during the summer. Apply before February 20, thru applicant's college authorities, to R. H. Simpson, Esq., secretary to the Committee, Commonwealth Fund Fellowships, 50 Russell Square, London, W. C. 1, England.

For the seven fellowships listed immediately below (awarded under the auspices of the Association of American University Women) application each year is due before January 1, and should be sent to Professor Agnes L. Rogers, Bryn Mawr College, Bryn Mawr, Pa.

*The A. A. U. W. Fellowships* (undesignated). Qualifications: Open to women having a degree in arts, science, or literature, and showing prom-

ise of distinction. Stipend, \$1500. Period of study, one academic year.

*Latin-American Fellowship* (not offered 1927-28). Qualifications: Woman student of Latin-America, at least twenty-one years of age, with the equivalent of a college education and a knowledge of English. Stipend, \$1000. Period of study, one academic year.

The *Phi Mu Fellowship* is open to a woman having a degree from any institution in which Phi Mu has a chapter. Stipend, \$1000. Period of study, one academic year.

The *Boston Alumnae Fellowship* is awarded to a graduate of an approved college having good health, character, ability, and initiative. May be used either in Europe or America. Constructive work, not general culture. Stipend, \$800. Period of study, one academic year.

The *Margaret E. Maltby Fellowship* is open to women, showing promise of distinction, and having a degree in arts, science, or literature. Stipend, \$1500. Period of study, one academic year.

The *Anna C. Bracket Memorial Fellowship*

(offered in alternate years) is open to women graduates who intend to teach. Preferably with experience in teaching and two years of graduate study. Based on promise of success in teaching. Stipend, \$1000. Period of study, one year.

*Julia C. G. Piatt Memorial Fellowship* (offered triennially). Information later.

The following two fellowships are also given under the auspices of the A. A. U. W.

The *International Fellowship* is awarded to a member of a branch of the International Federation of University Women. Must study in a foreign country. Stipend, \$1500. Period of study, one year beginning July 1. Candidates will apply before December 15, to the Secretary of the National Association of University Women to which they belong.

For the *Rose Sidgwick Memorial Fellowship*, 1928-29, British women of graduate standing for graduate study in American colleges or universities are eligible. Biennial. Stipend, \$2000. Period of study, not stated. Apply before January 1, to Miss Theodora Bosanquet, 92 Victoria Street, London, S.W. 1, England.

## A Profitable Affiliation

*The Toledo Public Library's New Type of Contract with the Sylvania School District Library, Described by Carl Vütz, Librarian of the Toledo (O.) Public Library.*

A NEW type of library contract went into effect when on December 13, the Public Library of the Sylvania School District began service to its community. The village of Sylvania has a population of 1,800 and is the center of a school district including perhaps 3,000 more with an area of some thirty square miles. The assessed valuation of the district is slightly over six million, two-thirds of which is outside the village. Sylvania is about ten miles from Toledo but the respective school districts at the nearest points are within one mile of each other.

About four years ago some of the leaders of the community, including Mr. James B. Gray, president of the Board of Education, were anxious to have library service for their community. At first it was planned to have the Board of Education make a contract with the Toledo Public Library to take over completely library service in the Sylvania school district in return for funds from the district. As, however, under state law such a contract between the Board of Education of Sylvania and the Toledo Public Library must be financed from school moneys, which were rather limited, another solution to the problem was sought.

In accordance with another state law, under which the libraries of Cleveland, Dayton,

Toledo and many others now operate, the Board of Education then appointed a Library Board for the Sylvania school district, the intention being that this Board should make a complete contract with the Toledo Public Library retaining merely its power to make a levy in order to raise the necessary funds. In Ohio the school district library levy is outside of all tax limitations and is not in competition with municipal and school funds. To this, however, the State Attorney General objected, ruling that it was absurd to create a board with considerable powers only to have it immediately surrender them all, except that of levying a tax, in a contract with another institution.

This for a time seemed to block further efforts in this direction. Sylvania was so desirous, however, of securing the benefits from affiliation with the Toledo Public Library, especially of its experience in planning, buying and cataloging that the problem was given further study.

A new solution was sought in a library's power to contract, which is not uncommonly used for such services as delivery service, window cleaning or magazine subscriptions. In this case the contract for service includes general supervision, purchase of books and supplies, and cataloging, by the Toledo Public Library. Another clause provides for the free

use of the Toledo Public Library by Sylvania residents. Routines have been kept simple and vary but slightly from those used for any branch. The contract has been to the financial advantage of Sylvania, I believe, and after the first year will probably be so for Toledo also. So far the arrangement has been satisfactory to all concerned. As it is, I believe, somewhat different from plans tried elsewhere, the contract in full is appended.

Additional facts that may be of interest are as follows. The librarian, appointed upon the nomination of the librarian of the Toledo Public Library, is Miss Amy Ramsay, formerly of the catalog department of the Toledo Public Library. The budget for 1926 was about \$8,500, the expected yield of a rate of 1.4 mill levy on the assessed valuation. This first year's income has been used largely for the purchase of books (2,800 volumes), furniture and equipment, salary of the librarian and alterations in the building. The building is a residence recently bequeathed to the Board of Education and in turn leased to the Library, for a ten-year term for one dollar, the Library Board to assume all cost of adapting the building to library purposes.

#### THE CONTRACT

This agreement made and concluded at Toledo, Ohio, . . . by and between the Sylvania Public Library of the Sylvania School District of Sylvania, Lucas County, Ohio, party of the first part, and the Toledo Public Library of the Toledo School District of Toledo, Lucas County, Ohio, party of the second part, witnesseth:

That said party of the first part is desirous of establishing, operating and maintaining a public library in the village of Sylvania, Lucas County, Ohio, and

Whereas, in order to enjoy the maximum efficiency in the operation of such a library, to preserve as far as possible the independence of its board of trustees, to secure for it as many as possible of the advantages that come from being a part of a large and fully organized library, with a staff expert in different fields, and to benefit from the economies due to large purchases and quantity handling,

Therefore, in consideration of the promises and agreements hereinafter set forth between said parties, and the money consideration hereinafter stipulated to be paid to the party of the second part by the party of the first part,

It is mutually agreed by and between the parties hereto, upon the considerations aforesaid, as follows:

First. The title to all property purchased by the Sylvania Public Library, and from its funds, and of all gifts and bequests made to it, shall be in the name of the Board of Trustees of the Sylvania Public Library.

Second. All income, not only that from taxes, but also that from fines and other incidental sources, shall be deposited to the credit of the Sylvania Public Library and subject only to checks signed by the President and Secretary of its Board.

Third. The librarian and staff of the library shall be appointed by the Board of the Sylvania Public Library on the nomination of the librarian of the Toledo Public Library.

Fourth. Salaries, expenditures for transportation, repairs, binding, equipment, etc., are to be made only on prior authorization of the Sylvania Public Library Board, and to be paid for by checks drawn on its funds, signed by its president and secretary. Such expenditures shall be made, however, under the general supervision and direction of the librarian of the Toledo Public Library, who shall be the directing librarian of the Sylvania Public Library and shall serve without compensation.

Fifth. Books shall be ordered on request of the librarian of the Sylvania Public Library thru the Order Department of the Toledo Public Library, securing the same discounts and other advantageous terms and benefits. Bills for these books will be paid by the Toledo Public Library, which shall be reimbursed by the Sylvania Public Library on presentation of bills by the Toledo Public Library, itemized as to dealer, date, number of books, cost and voucher number of the Toledo Public Library.

Sixth. Supplies, if not bought by the Sylvania Public Library direct, will, on order of the librarian of the Sylvania Public Library, be advanced by the Toledo Public Library, which shall be reimbursed on presentation of its bill.

Seventh. New books shall be accessioned, classified, cataloged and made ready for the shelves of the Sylvania Public Library by the cataloging staff of the Toledo Public Library.

Eighth. The residents of the Sylvania School District shall also enjoy all the library privileges now given to the residents of the Toledo School District. There shall be not only free use of the reference and reading rooms of the Toledo Public Library, but their Sylvania's borrower's card will entitle them to borrow books from the Toledo Public Library and books in the circulation department of the Toledo Public Library may, on request, be borrowed by the Sylvania Public Library for loan to residents of the Sylvania School District.

Ninth. In compensation for this supervision and service to the Sylvania Public Library and the extension of service to the residents of the Sylvania School District, the Sylvania Public Library agrees to pay the sum of \$50 per month. In addition the Sylvania Public Library agrees to pay the sum of forty cents for each book cataloged for the Sylvania Public Library to

cover the cost of buying, including transportation for and the cost of classifying, cataloging and preparing for the shelves.

Tenth. This agreement . . . may be terminated at the option of either the Board of Trustees of the Sylvania Public Library or that of the Toledo Public Library, provided at least six months' prior notice is given. If payments are not made as provided in this agreement, then the party of the second part, may at its option terminate this agreement. If agreed to by both boards the contract may be terminated or amended at any time.

## History of Michigan Libraries

MICHIGAN claims the honor of being the first state to make provision for libraries in her first constitution in 1853. Forty-two years later, in 1877, she was among the earlier of the western states in passing a free public law, which provided for city, town and village libraries, under control of a board of directors, nominated by the city council, and allowing the levying of a certain specified tax. The first constitution specifically stated that "the legislature shall provide for libraries," and certain moneys were set aside for them, according to G. M. Walton of Michigan Normal College, Ypsilanti, in her *Libraries in Michigan; an Historical Sketch*, published as a supplement to volume 17 of the *Michigan Library Bulletin* and dated July-August 1926.

Seven of the one hundred largest public libraries in the United States in 1893 in the list compiled by W. I. Fletcher were in Michigan. Detroit was among the five of over 100,000 volumes, the others being Baltimore, Boston, Chicago and Cincinnati. Of communities in states in 1896 possessing libraries of 1,000 volumes or more, Michigan with forty libraries ranked seventh. In communities of 10,000 population or more in 1923 possessing public libraries aided by Carnegie funds, Michigan reported fifty-three, and libraries unaided, one hundred and sixteen, a total of one hundred and sixty-nine libraries, ranking seventh but tying with California in the total number. In libraries aided, and amount contributed to each state, Michigan with sixty-one libraries and \$1,665,950 stands seventh in both. These figures were taken from Larned's *American Public Library and the Diffusion of Knowledge*.

Probably the earliest mention of a library occurs in the promotion of the Catholepistemiad or University of Michigania at Detroit, enacted by the Governor and Judges of the territory in 1817. This included a library. In the same year the City Library of Detroit was started. In 1831 Lewis Cass and others organized the Detroit Athenaeum to conduct a library and

reading room, and in the same year the Legislative Council provided for social libraries, the first mention in the territorial laws of library organization. The State Library was established in 1828, and in 1835 provision was made in the constitution for township libraries. Michigan was also among the earlier of the western states to establish a state library commission—in 1899, nine years after the first commission was established in Massachusetts. In 1908 the commission arranged for the first Michigan summer school for library training. It was discontinued during a legislative readjustment in 1921. The Extension Division of the State Library is performing many of its former functions. The Michigan Library Association was organized in 1891.

When Michigan passed its free library law in 1877 the township and school district systems had already given libraries to many towns; subscription libraries answered as best they could the growing demand for books, and private libraries were more general, proportionately, than they are now. Miss Walton's long and fully illustrated chapter on the growth of public libraries encompasses many interesting histories of libraries which had their origin in the enterprise of a group of public-spirited women and found in course of time their happy ending in a fine library building, often the gift of some man or woman, a user of libraries in early life, who wished other people to enjoy and appreciate the benefits of a public library. Kalamazoo is a case in point.

The older colleges of Michigan are practically all denominational, established not wholly as theological schools but with a strong religious tone and in some sense leading their students into the service of the church represented. There are few colleges in Michigan, as contrasted with some states, which may be a result of the early establishment of the University. The fifth annual catalog of Olivet College, established in 1844, mentions a library of six or seven hundred volumes. In 1863 the library numbered about fifteen hundred volumes, and in 1890, when it moved into the Leonard Burage Library building, about 28,000. Other colleges are Hillsdale, Hope, Kalamazoo, Albion, Marygrove, Michigan State College, Alma, notable for its book rarities, and the University of Detroit. The aggregate material possessions of the libraries of the University of Michigan comprise half a million books and three thousand periodicals, housed in one of the finest and most serviceably equipped library buildings in America, opened in 1920. The William L. Clements collection of rare books of American history of the Discovery, Colonial and Revolutionary periods ranks among the four or five of its kind in the United States.

# THE LIBRARY JOURNAL

TWICE-A-MONTH

JANUARY 1, 1927

THE semi-centenary year of the A.L.A. is over and a new half century of library progress is well under way. The anniversary was successful even beyond expectation, with twenty-three hundred registered attendance, and an actual attendance probably reaching twenty-five hundred, at Atlantic City, October 4-9. A chief feature of the year was the anniversary publications, for which the Carnegie Corporation had provided: the new *A.L.A. Catalog*, the two volumes of the library survey, the volume on adult education and that on library extension as well as Mr. Utley's pleasant resumé of fifty years of the A.L.A., six notable works. The present year will be noteworthy for the jubilee anniversary of the British Library Association at Edinburgh the week of September 26th, as well as for the third Canadian conference of the American Library Association at Toronto, June 20-25. So overseas and across the border there will be a vigorous, fresh start, with happy inspiration from the great progress of the past. The presence of representatives from so many foreign countries at the semi-centenary conference did much to promote international relations of the best sort among library people, and presumably a much larger delegation from America will plan to be present at Edinburgh than attended the London meeting of 1897, when a round hundred made the journey. The cheerful A.L.A. Travel Committee may well add to its voluntary burdens plans for the steamship journeys at a suitable time, and doubtless our British brethren will co-operate in arranging post-conference excursions similar to those which so delighted participants in 1897, covering in the present case southern Scotland and the English lake district, and for a longer trip central and southern England, combining professional visits to libraries with the delights of sight-seeing in general.

GOOD team work has been an important feature of the year in library progress, from the A.L.A. down to the little Nebraska town where an appeal for popular support for library development resulted in contributions ranging from the Women's Club guarantee of \$1000 to the touching response of twenty-three

cents brought by a child, often hungry and cold, from a family willing to deny itself for the promotion of its local library. Massachusetts boasts this year that the gap has been closed and that every town in the Commonwealth now has its library. Progress has been good thruout the country, especially, perhaps, in the Southeast and the Southwest, where the two regional associations have been successfully active. The reorganization of the library departments of Indiana may especially be noted. School libraries are developing with rapidity and success, and to them the LIBRARY JOURNAL will during the coming year give especial attention. Special emphasis has been given to extension work among the negro population, towards which the South is taking effective, practical steps in continuation of the work which had its best early examples in Savannah and Louisville. In this the library school at Hampton Institute will be an important factor.

THE year has seen initiative or progress in several library buildings to be completed as soon as may be, that of Philadelphia early in the present year, while Yale, Dartmouth, the College of the City of New York and other colleges have buildings in plan or progress, and Cincinnati has its \$2,500,000 building financially assured. The event of the year was the opening of the splendid Los Angeles edifice. The University of Illinois opened the first unit of its extensive library building, and at Houston, Texas, a like scheme has been adopted and a large portion of the library building is now at the service of the public. Library buildings costing from fifty thousand to a half-million dollars are indeed becoming so numerous that it is difficult to make an adequate presentation of the year's record. In special fields the most important is the new building of the Academy of Medicine in New York, chiefly devoted to its library, now under the administration of its new librarian, Dr. Archibald Malloch.

NOTEWORTHY progress was made during the year past in training for librarianship, both thru the organizing and stimulative work

of the A.L.A. Board and in individual development. Chicago University was designated as that which is to have the benefit of the million dollar grant from the Carnegie Corporation for the establishment of a graduate school for librarians in a leading university, and this university plans to have ultimately a separate building for the school. The great accomplishment of the year was the return from Albany to Columbia University of the pioneer school, in combination with the New York Public Library School, to form the important School of Library Service, whose first class has more than a hundred students. Columbia secured as Director of Libraries Dr. C. C. Williamson, and the library school will have the benefit of his experience in the Carnegie investigation of library schools throughout the country. In immediate relation with the school will be Ernest J. Reece from the New York Public Library, Miss Edna M. Sanderson, vice-director of the Albany School, and other important faculty members of these two schools, all of whom will have faculty rank, while Roger Howson becomes librarian of the main library of the University. This re-organization, succeeding the nearly ten years' service of Provost W. H. Carpenter as acting librarian, puts Columbia University in fine shape for the new library building which will be a commanding feature of its campus. It is gratifying to note that, with a single exception, in all the library schools connected with universities the library school teachers have faculty rank.

TWO of the veterans whose membership in the A.L.A. dates from the 1877 conference have passed away during the year, A. P. C. Griffin, who closed his library service in the Library of Congress after a long professional career, and the beloved Caroline M. Hewins, whose passing is still in the minds of us all. Baltimore lost a public servant, whose usefulness was by no means confined to his library career, in Bernard M. Steiner, succeeded at the Enoch Pratt Free Library by Joseph L. Wheeler, in whose departure Youngstown loses a well versed member of the profession. Demarchus C. Brown, who had served Indiana for twenty years as state librarian and remained in emeritus and consultant relations with the new library department, closed his long period of service. Henry N. Sanborn passed away in Bridgeport just before the accomplishment of his desires in the new central library building. LeRoy Jeffers, long with the New York Public Library, fell a victim in air exploration to his passion for mountaineering. William R. Watson, one of the most valued members of the profession, died unexpectedly after a hospital operation and his place has been filled by Asa Wynkoop. Mrs.

Alice G. Evans had served Decatur, Ill., for more than forty years before her passing. Length of service is still a happy accomplishment in the library profession. Charles Alexander Nelson still keeps up his library relations of over seventy years with his bibliographical work, George Abbott is still at his post after more than sixty years with the Library Company of Philadelphia, John Parker has retired from the Peabody Institute Library, Baltimore, after fifty years, Dr. George E. Wire of the Worcester County (Mass.) Law Library, has completed a half century's library work, Carl B. Roden has celebrated his forty years' anniversary at the Chicago Public Library, and Louis R. Wilson has completed a quarter century service at the University of North Carolina, from which flattering offers have failed to detach him. But this roll of long service is now happily more and more becoming a feature of the profession in which experience means so much.

PAPER being the raw material of all library work, it is interesting to note what is happening along this line. In many of our libraries cheap pulp paper is already proving its shortness of life, but unfortunately the supply of rags and other vegetable fibres is so limited in proportion to the demand that durable paper is hard to obtain. With the beginning of this year the *New York Times* takes up the experiment made some years since by the *Brooklyn Eagle* and other dailies by printing an edition for permanent usefulness, especially in libraries, and what the *Times* undertakes it is likely to do with persistence and success. The previous experiments were unsuccessful because tho they were not expected to pay, the patronage was so little as to be discouraging. Libraries should take advantage of the present opportunity and make sure of files of the *Times*. Another phase of the question, discussed at the recent meeting of the Eastern College Librarians is the thin paper vexation, especially in respect to the *Encyclopedia Britannica*, which seems now to confine its issues solely to thin paper. This standard encyclopedia is so much in use in libraries that it is not long before the early pages are rumpled and the others generally messed, so that the condition of copies is not only a seeming disgrace to the library, but is very detrimental for practical use. Most of the cyclopedias which print thin paper editions also print on thicker paper, and the *Encyclopedia Britannica* publishers ought not to be out of line from the others. It would be well for libraries suffering from the thin paper distemper to write directly to the publishers concerned.

# Library Book Outlook

THE close of the year brings with it a pleasing variety of worth-while library books, notably in the fields of Biography, Travel, and History.

The three outstanding biographical works, for different reasons, are Hervey Allen's *Israfel, the Life and Times of Edgar Allan Poe* (Doran, 2 v., \$10), an authoritative piece of work, by a well-known fellow poet, fiction-writer, and Southerner; the Ex-Kaiser's *My Early Life* (Doran, \$5), consisting of recollections of the first thirty years, with details of the interesting people he then met and the interesting things he saw; and Sherwood Anderson's *Tar, a Midwest Childhood* (Boni and Liveright, \$3), a sort of companion volume to his *Story-Teller's Story*, showing one boy's gradual awareness of the life about him.

Other biographical titles comprise *Horace Greeley*, by Don C. Seitz (Bobbs-Merrill, \$5), a life of the founder of the *New York Tribune*; *Mr. Charles, King of England*, by John Drinkwater (Doran, \$5), which mirrors all the vices and beauties of a dissolute yet charming period of English history—the reign of Charles II; *George the Fourth*, by Shane Leslie (Little-Brown, \$4), a new study of the famous Prince Regent, afterwards George IV, and of Mrs. Fitzherbert; and *My Adventures in the Golden Age of Music*, by Henry T. Finck (Funk and Wagnalls, \$5), the autobiography of the man who was music-editor of the *New York Evening Post* from 1881 to 1921.

Travel-books include *Caravans and Cannibals*, by Mary Hastings Bradley (916, Appleton, \$5), an illustrated account of the author's trip thru the wilds of Africa, accompanied by her husband and her nine-year-old daughter; *On the Trail of the Unknown*, by G. M. Dyott (918.1, Putnam, \$6.50), the story of the author's recent expedition thru Ecuador and Brazil, when he spent a year among hitherto-unexplored volcanoes and jungles; *The Changing East*, by J. A. Spender (915, Stokes, \$3), an account of the author's travels in 1925-6, comparing the conditions in Turkey, Egypt, and India; *Impressions of Old New Orleans*, by Arnold Genthe (917.63, Doran, \$5), a quarto volume of photographic reproductions; *The Perambulator in Edinburgh*, by James Bone (914.1, Knopf, \$5), strikingly-illustrated wanderings in modern Edinburgh; *In and About Rome*, by Colin R. Coote (914.5, McBride, \$5), an illustrated description of present-day Rome and its historic background; *Spain*, by George Wharton Edwards (914.6, Penn, \$7.50), a sumptuous work, similar to others by

the same author; *The President's Hat*, by Robert Herring (914.6, Longmans, \$3.50), an illustrated account of an adventurous walking-tour in Andorra; *A World-Cruise Log*, by Joseph H. Appel (910, Harper, \$3.50), showing what the author saw on his own trip round the world; and *Finding the Worth-While in the Orient*, by Lucian S. Kirtland (915, McBride, \$3.50), a guide-book.

History and Sociology offer a new volume in the "Modern World" series, entitled *Turkey*, by Arnold J. Toynbee (919.6, Scribner, \$3); *The Vanished Empire*, by B. L. Putnam Weale (951, Macmillan, \$5), a picture of the present troubled state of China, together with some views on the country's possible future; *Utopia in Chains*, by Morris Gordin (335, Houghton-Mifflin, \$2.50), in which a one-time active member of the Russian Communist Party explains his present change of mind; *Early American Inns and Taverns*, by Elise Lathrop (391, McBride, \$5), giving the romance and history attaching to more than thirteen hundred old inns; *Old Towpaths*, by Alvin F. Harlow (336, Appleton, \$5), being the story of the American canal-era, illustrated; and *The Meaning of a Liberal Education*, by Everett Dean Martin (370, Norton, \$3), which is not concerned with schools and colleges, or methods of instruction, but with daily living and the growing interest of people in education as a gospel of self-improvement.

*The Candle in the Cabin*, by Vachel Lindsay (811, Appleton, \$2), is a new volume of characteristic Lindsay poems, showing him in the new rôle of lyric poet.

*The Younger Married Set*, by George R. Chappell (817, Houghton-Mifflin, \$1.75), tells humorously of life in a typical suburban town.

There is a new *Anthology of Magazine Verse* compiled by W. S. Braithwaite—that for 1926—including the *Year-Book of American Poetry* (811.08, Brimmer, \$1), and a compilation of *The Best French Short Stories of 1925-6*, by Richard Eaton, likewise including the *Year-Book of the French Short Story* (813.8, Dodd-Mead, \$2.50).

*The Copeland Reader*, by Charles T. Copeland (820.8, Scribner, \$10), a 1726-page collection of English poetry and prose, covering a wide range, and used by the compiler in his Harvard classes, is companioned by a somewhat similar smaller anthology, of 293 pages, entitled *Great Names*, by Walter J. Turner (820.8, Dial Press, \$5), which ranges from Chaucer to Francis Thompson.

Miscellaneous titles include *Plays for Strolling Mummers*, edited by Frank Shay (792, Appleton, \$2), containing eight short plays of simple production; *The World's Best Book of Minstrelsy*, by Herbert P. Powell (792, Penn, \$2), giving full details about producing a minstrel-show; *The Theatre of George Jean Nathan*, by Isaac Goldberg (792, Simon-Schuster, \$3), a biographical sketch of Nathan, a criticism of his style, and correspondence between him and leading figures of the theatrical world; *John Galsworthy as a Dramatic Artist*, by Robert Hay Coats (822.7, Scribner, \$1.50); *Some Great English Novels*, by Orlo Williams (823, Macmillan, \$3), studying ten novels; *Stories in Stone*, by Willis Thomas Lee (557, Van Nost-

rand, \$3), telling of some of the wonderlands of Western America, and some of the curious incidents in their geologic history; *Locks and Lock-Making*, by Francis J. Butter (683, Pitman, \$1), and *Shipbuilding and the Shipbuilding Industry*, by James Mitchell (623.8, Pitman, \$1), being two new volumes in the Pitman's "Common Commodities and Industries" series; and *Adventures on the Borderland of Ethics*, by Richard C. Cabot (174, Harper, \$2), treating of the relation of ethics to business and professional life.

There is only one new book of fiction deserving mention; a detective-story by Hilaire Belloc, entitled *The Emerald of Catherine the Great* (Harper, \$2.50).  
LOUIS N. FEIPEL.

## Library Organizations

*Reports of Recent Conferences and Announcements of Forthcoming Meetings*

### Eastern College Librarians Conference

ON November 27th the Eastern College Librarians held their fourteenth annual conference at Columbia University. Miss Sabra Vought presided at the morning session which opened with a brief survey of the purpose of the organization by Mr. F. C. Hicks and a word of welcome by Dr. C. C. Williamson.

The first paper, on college and university library news by Professor Ernest J. Reece of the Columbia School of Library Service, is printed in full in this number.

Mr. Charles B. Shaw of the North Carolina College for Women next spoke on the content of a year's advanced library school study in college and university library administration. This was discussed by Miss Borden of Vassar and Miss Donnelly of Simmons. A revision of Mr. Shaw's paper appears in this number, and Miss Donnelly's discussion will be printed in that of January 15. Miss Borden felt that, altho all of the subjects in the program were important, the course was not sufficiently advanced, owing to the extensiveness of the field. Adaptation of the program to the need of the student with allowance for selection and intensive study was urged. Opportunity should be given for developing a scholarly basis of work. A three hour course in administration, one hour thruout the year of bibliography of separate fields and one hour of fine printing were among the suggestions for reorganization of the course.

Mr. Keogh's subject was The Commonwealth Fund's investigation of college and university libraries. He gave a history of the survey, outlined the procedure and discussed briefly some of the problems involved.

The first topic for the afternoon session, at which Mr. Harry L. Koopman presided, was recent library building plans. Mr. Goodrich, Mr. Keogh, Mr. Gilchrist and Mr. Newton exhibited the plans and discussed the new buildings for Dartmouth, Yale, Rochester and the College of the City of New York. Mr. Gerould reported on plans for the reconstruction of the University of Tokio library.

Interlibrary co-operation in providing scientific material was discussed by Mr. William C. Lane of Harvard and Mr. William L. Corbin of the Smithsonian Institution. Mr. Lane presented a definite plan for establishing a system of depository libraries for the more expensive periodicals and other literature not otherwise available. Small libraries contributing to the general fund would receive borrower's privileges. Mr. Corbin pointed out the great wealth of material in the library of the Smithsonian Institution and spoke of the semi-permanent loans of scientific material.

Mr. Vernon Kellogg, in describing the relation of the National Research Council to libraries, emphasized the bibliographical service of the Council. Further co-operation between biologists and libraries was suggested by Professor C. E. McClurg, director of the Biological Laboratory of the University of Pennsylvania, who outlined the development of *Biological Abstracts*.

Mr. H. M. Lydenberg and Miss Winifred Gregory reported on the progress of the *National Union List of Serials*, specifying the problems and asking for suggestions for making the completed work of the greatest usefulness.

Mr. M. Humphreys of the Order department of Yale University Library, announced the plan of the Bibliothèque Nationale to continue its Catalogue Général in a provisional edition by

photostating the slips prepared for the printed edition. Mr. Humphreys will report the progress of the plan at later meetings.

Since the hour was so late Mr. Cannon cut short his paper on the thin paper edition nuisance. He urged that librarians protest against the thin-paper reference books now being put on the market and gave four reasons why this opposition should be voiced. It was moved by Mr. Cannon that this conference recommend the appointment of a committee to consider the question of specifications for book materials for reference use and suggest that this committee enter into negotiations with the publishers for the production of reference books on standard paper. This motion was passed and the appointment of the committee was left in the hands of the secretary.

DOROTHY A. PLUM,\*

*Columbia University School of Library Service.*

### Kansas Library Association

OFFICERS for 1927 are: President, Odella Nation, Pittsburg; vice-president, Bertha McMann, Kansas City; secretary, H. Lucy Nichols, Wellington; treasurer, Katharine Terrill, Wichita.

The next meeting will be held at Lawrence on November 3-5.

### Colorado Library Association

THE thirty-sixth annual meeting of the Colorado Library Association, held in Denver, November 11 to 13, coincided with the meetings of the Colorado Educational Association. All the schools in the state and some libraries were closed, and special railroad rates helped to secure a record attendance, including many school librarians.

Echoes from the recent A. L. A. conference by Agnes Hall and Lorene Scott, were followed by Dr. L. J. Davidson, who gave a talk upon recent tendencies in American literature. At a largely attended dinner offered by Denver Library Trustees, May Wood Wigginton led the after dinner speaking which constituted a sprightly and unusual book review symposium.

#### ADULT EDUCATION CONFERENCE

All members and many invited friends of libraries flocked to the Friday morning conference on adult education and library service in Colorado, at which the speakers were representatives of the extension divisions of leading state supported institutions and national associations having a state-wide adult educational program in Colorado.

Professor Roy A. Foard of the Agricultural

College told of his extension work with farmers and farm boys, work with the latter being new in Colorado, and of the increased desire for reading and study material. Tho this work must by law be centered in the public or high school, libraries, the speaker admitted, located in school rooms are inaccessible to the people most of the time.

The State University, thru Mr. C. Henry Smith told of its extension division enrollment, larger than its campus enrollment. The university tries to supply books directly to its extension groups, but its supply is totally inadequate.

Mrs. L. A. Miller, representing the Colorado Federation of Women's Clubs, and also head of the Department of fine arts of the General Federation, told of the educational program of that organization. The women's club movement is a salesman approach to adult education. It is hampered by its size, it has no authority over local programs, but it does sell the idea and desire for education of a sort, as evidenced by its support of the Children's Book Week and its founding of, and gifts to, libraries.

The Colorado Grange, a conservative farm organization, with one hundred lodges in the State, was represented by Rudolph Johnson, secretary, of Boulder. He told of lectures and educational programs, and stressed the need for library facilities. Mr. Johnson is a young ex-farmer, recently elected to the State Legislature. Since being asked to participate in the program, he had been studying conditions and attitudes in Colorado and found that about one-half of the farmers neither have nor care for library facilities. Of the remainder, one-tenth are well informed and have their own libraries, the others want to know more and have no facilities. The farmer who has limited access to small-town libraries criticizes them for the preponderance of popular fiction and the scarcity of good children's books, and for the lack of informational literature. He feels that two weeks is too short a time privilege and he resents the fine system. The farmer does not like the system of fees charged to him as living outside the city limits, as he feels that he patronizes the town in a business way. After all, the farmer today is not so isolated. He has the radio. At the close of Mr. Johnson's excellent presentation of the farmer's viewpoint, Mr. Wyer remarked wisely, "Our county library bill cannot fail next time if properly presented."

Mrs. Sherman Brown, president of the Colorado Parent-Teachers Association, presented her "Vision of Library Service in Colorado." It showed the county unit organization of the P. T. A. linked up with schools and libraries, offering an efficient organization for spreading library benefits.

\* Miss Plum, to whom we are indebted, prepared this report on the basis of notes furnished by a group of students of the Columbia University School of Library Service.

Mr. Jesse Newlon, Denver Superintendent of Instruction, recently president of the N. E. A., and one of the leaders from the beginning in the national adult education movement, said that all the better city school systems are offering educational opportunities for adults. Two thousand adult students are enrolled in the vocational and opportunity schools in Denver alone. These opportunities should be extended to every corner of the country. We need an educational program to arouse greater interest in civic, political, and social affairs. He spoke of the P. T. A. as a new significant development in American education; it hopes to link up home and school, because no one agency can educate the child. Schoolhouses should be the center of education for the neighborhood. Schoolhouse libraries are needed because the schools dot the land conveniently. We should work together to study the common problems, to improve reading, broaden culture, and replace what is lost in American life. We must have libraries; more books arranged and presented to people in such a way that they cannot help reading. Professor Thorndike's research into the adult learning processes is going to prove that we need not be old fogies at twenty-five. We need to keep the learning process going on and on.

Invited guests included Denver members of the legislature and officers and workers in many state activities.

While it was regretted that there was not more time for discussion, it is hoped that later this winter another conference may be called, when points brought out may be discussed further, and mutual explanations may be made which will enroll all these interests in working together in harmony for the best program of library development in the state.

The adult education conference so overshadowed in importance the rest of the meeting that we have given most of our space to it. The remainder of the time, except for the business session, was divided into round tables and sectional meetings. Opportunity was given the out-of-town librarians to inspect the Denver library system and children's book exhibit and book pageant. The Secretary arranged for college and university librarians, one of the largest groups in the association, a helpful meeting at the University Club. Topics included the teaching function of the library, led by Arlene Dilts of the Agricultural College; book losses, led by Mary E. Hoyt of the State School of Mines; reserves, led by A. F. Carter of the State Teachers College; training student assistants, by Reba Davis, librarian of the University of Wyoming; encouraging general reading, by A. M. Ditmar, Colorado Woman's College.

## BUSINESS SESSION

In the business session Saturday morning the Secretary's report showed a membership increase of three hundred per cent, due largely to the new traveling representative, Mr. C. E. Tuttle, whose personal solicitation had counted far more than any letter or publication in bringing in new members. Two district meetings were reported, one in Sterling, on the plains of northeastern Colorado under the leadership of Catharine Marvin, librarian, and Emma Jackson, cataloger of the State University; also one at the University of Denver, to which some 150 Denver librarians had been invited for a social gathering which in its program stressed the need of supporting our organ *Colorado Libraries*.

The Secretary recommended the extension of the district plan to meet the librarians of the western slope and of other distant parts of the state. She also recommended the calling of another adult education or legislative conference in Denver. Mention was made also of the possibility of a regional meeting in some Rocky Mountain resort, which plan was enthusiastically received by some of the librarians. A new constitution was adopted to care for the increasing activities of the association. Mr. Malcolm Wyer, president of the State Library Commission, closed the session with his outlook for activities in the state for the coming year.

New officers elected are: President, Malcolm Wyer, Denver; vice-president, Mary Hoyt, librarian of the State School of Mines; secretary-treasurer, Nell Higgins, librarian of the South High School, Denver; E. M. Pfutzenrueter and Arlene Dilts, other members of the Executive Board.

*Abridged from the report of*

LINDA M. CLATWORTHY, Secretary.

## Library Opportunities

Young man with two and a half years of graduate work and four years of library experience desires position as college librarian and part time instructor in English. N. C. 1.

Mature woman holding A.B. degree from an Eastern College of standing, and with 12 years' experience and training in library work, wishes a position in a college or university east of the Mississippi River. Has been connected with college libraries for seven years—the last two years as head librarian and teacher of library economy courses in a good-sized, modern college in the Middle West. Salary \$2500. M. W. 1.

Wanted, Assistant for some reference work, to assist with publicity work, and to attempt field development. Salary according to preparation. Kalamazoo Public Library.

Wanted, a children's librarian and a reference librarian in a library in the Middle West. College education and training required. For particulars apply: Librarian, Public Library, Oshkosh, Wis.

# In the Library World

*This Department for Our Two January Numbers is Devoted Mainly to Reports of Progress in 1926, Based Principally on Reports Sent by the Various State Library Commissions. As a Rule Little Information on Library Legislation is Given, as This is to be Covered in an Article to Appear Later. Reports from the Western and Some Middle Western States Will be Given in Our Next Number.*

## Maine

**A**PPROPRIATIONS from taxation for maintenance of free public libraries, have increased \$67,000 during the past five years. New libraries are being completed at West Paris, North Berwick, Greenville, and South Paris. During the year ending last June 700 traveling libraries had been sent out. In the six months since then 700 have already been sent.

The State Library circulated 100,000 volumes during the year. Thirty-two children completed the summer reading course and three of these received the Blue Seal, which means that instead of reading ten books they read twenty and passed examinations thereon. Thirty persons who are members of some library staff are actively following the correspondence course in library science. Two round tables held last May had an attendance of forty library workers at each.

The Maine Library Association has held two-day meetings in October and June with splendid results.

## New Hampshire

**N**OT a spectacular, but a steady growth in all directions is reported. Dartmouth College has begun work on its million dollar new library building. New library buildings have been erected in Wear, Nelson, Surry, Sunapee, New London, Lisbon, and the fund for the Concord building augmented, the total cost amounting to about \$150,000.

The greatest growth has been in the use of traveling libraries sent out by the public library commission. 4100 books were sent out in the year ending June 30, 1926. Most of the teachers of nearly 700 rural schools are sending in for collections of books for their children.

More publicity has been secured, and next year will show the results thereof.

The next summer school, the eighth annual, will be held in conjunction with the Keene Normal Summer school for teachers. The University of New Hampshire will hold a six-weeks' library course with college credit.

## Vermont

**E**MPTY shelves in the Free Public Library Department show the unusually large demand for travelling libraries which has come

in from rural schools this fall. Teachers are appreciating more and more the importance of supplementary books and good stories in the education of children. This large demand may be in part attributed to the Department's continued publicity campaign to inform teachers of its services, especially talks and exhibits at district and state teachers' conventions.

Public libraries report increasing interest and demand for more new books. Many of the smallest libraries supplement their collections by borrowing from the Free Public Library Department the latest fiction and non-fiction.

Several libraries are working for new buildings in which to house their growing collections. Springfield has voted \$15,000 for an addition to its library, one of the busiest in the state and badly in need of more room. Barnard has a new building in colonial style with large fireplace, made possible by a few generous gifts, and by years of work in raising money. The basement may be equipped for a community room. Grand Isle library has moved into its attractive brick building which also contains a memorial community room. A fund of \$12,000 was bequeathed to the town of Irasburg for a library and work has begun. Castleton has added considerably to its building fund. Several other towns have redecorated their buildings and made them more comfortable and convenient.

The summer school showed a better attendance and keen interest in correct library methods. Organization work has been done in Essex Junction, Middletown Springs and White River Junction, and others are planning for similar work soon. Practically every library was visited by the Secretary of the Free Public Library Department with the bookwagon, and most of the small villages without libraries are now familiar with State resources.

## Massachusetts

**B**YFIELD library in Newbury, for some years the only town in the state without a public library, opened its doors to the public in May. Fifteen very small towns in which interest in books and the library has lain dormant for a time showed renewed activity. New branch buildings were completed in New Bedford and West Newton and are under construction in Lawrence and Watertown. A new library building was completed in Paxton. The Andover

library is being remodelled, and the Westfield Athenaeum is nearly finished. Library and school relations are becoming closer and more effective, due largely to the wide use of the state certificate reading lists published by the Division of Public Libraries. More than 15,000 five-book certificates were issued in 1926 to more than half the small towns of the state. The Inter-Library Loan collection of books for teachers on education, the A.L.A. "Reading With a Purpose" books, and other non-fiction have had a most successful second year. The circulation of these books was 2190 to 120 towns. Altho many libraries are buying the "Reading With a Purpose" monographs, reports show that comparatively few people are reading the books listed therein.

Positions filled total 37. The Division of Public Libraries has a list of applicants which far outnumbers its vacancies. For two weeks this fall there was not a single library vacancy in the state. These salary statistics are of interest: In 1920 there were only two women in the public libraries of the state who were receiving \$2,000; today there are 48, according to the last library reports.

Institution library work is progressing. An increasing number of city libraries include the local hospitals, jails, old folks' home, etc., in their extension service. The Division of Public Libraries suggested better books and helped to increase reading interest in some of the state and county correctional schools.

Foreign work was promoted by special service given to teachers in training at Americanization summer courses by the public libraries at Hyanis and North Adams, which have developed their book collections on the topics needed for collateral reading. Public libraries at Attleboro and Springfield in co-operation with the Division of Public Libraries have had round table meetings on the reading of the immigrant. The Springfield library has arranged as well to have lectures on racial backgrounds and library service to immigrants. The Massachusetts Library Club's Committee on Work with New Americans has issued a new series of articles about library privileges offered French residents which were accepted by six French newspapers.

### Connecticut

CONSIDERABLE building activity has been shown in the last two years. The central library building in Bridgeport is progressing, and will be ready during this year. The Burnham library building in Bridgegewater was dedicated in August. A lawsuit which imperilled the legacy providing for a \$100,000 building, and a maintenance fund, for the East Haven library, has been settled, leaving an adequate

amount to the library. A campaign for funds for a new building in Greenwich is now under way. A colonial building, costing \$11,000, was dedicated in Mansfield in October.

The library of the Bradleyville Community Association in the town of Middlebury which had occupied two rooms in the schoolhouse, and which was burned in 1923, has been reinstated in the new building and restocked.

The well-planned and attractive addition to the Phoebe Griffin Noyes library in Old Lyme was dedicated in 1925. The Douglas library, in North Canaan, acquired possession of a dwelling-house which can easily be adapted to library purposes. The money was raised by popular subscription, and the town has accepted the property. A building, in the style of a colonial cottage, erected in Sherman at an estimated cost of about \$10,000, was dedicated on Memorial Day. The actual cost was reduced by the generosity of the men of the community, who dug the cellar and laid the foundation walls.

An addition to the Simsbury library, doubling the capacity of the library, was opened in the fall of 1924. The façade of the building was also altered and greatly improved.

### New York

INCREASED recognition is given to the status and work of school librarians, first, by the application of Regents' rule that all high schools in the state having fifty or more pupils must have a certified librarian in charge of its library; and, second, by the establishment of a state library school to be devoted exclusively to the training of school librarians, the first of its kind to be established in the United States.

A School of Library Service was established at Columbia University, its two constituent elements being the former library schools of the New York State Library and the New York Public Library. See LIBRARY JOURNAL for May 15, 1926, p. 476-477.

Increasing readiness of the general public to support their libraries thru regular tax appropriations is shown in the last report of the state department on public libraries by the largest totals of library appropriations ever reported in this State. Such appropriations last year were just double the amount reported ten years ago for the whole State and three times greater than then outside New York City.

The present status of New York State in its public library development, in comparison with other states in the Union, is shown in a report issued last year by the A. L. A. In gross figures, New York stands first in number of independent free libraries, in circulation from libraries, in number and value of library buildings, in tax appropriations for public libraries

and in total library income. It stands second in number of volumes in free libraries. In *per capita* figures, it stands tenth in library support, thirteenth in circulation and twentieth in number of libraries.

In the annual series of library institutes for 1926, the 25th since the work was first undertaken, all previous records were broken in the number of libraries participating and in the average attendance of library workers at the meetings.

Ten new libraries were established during the year and twelve new library buildings were opened. The new libraries have brought free library privileges to 25,000 persons not heretofore having such privileges. The new buildings, with their sites, represent \$450,000 investment in public library enterprises.

The following are among the more important of local developments, arranged alphabetically by place: Amityville raised \$30,000 for a new library building by general gifts and subscriptions; Berkshire received gifts amounting to over \$10,000, providing a new home for the library; Brooklyn received an increase of \$146,000 in the city appropriation to the public library. Provision is also made by the city for the renewal of work on the central library building. Canajoharie reports the addition of a fine art gallery to the public library building and donation of a valuable art collection, by Mr. Bartlett Arkell, the donor of the library building; Cobleskill carried thru a successful campaign to establish a public library by vote of the town to be supported by a town tax of \$2,000 a year, this library to take the place of the former free library maintained by annual gifts and subscriptions; Cortland's campaign for a new library building yielded \$110,000 from private gifts and subscriptions, figures never before approached in any such campaign in this State in a place of similar size; Crestwood opened a new library building, representing with its site a value of \$30,000. At Glens Falls a fund of \$5,000 was raised by the Women's Civic Club as a memorial to the late Dr. Sherman Williams, to be kept as a permanent fund for the purchase of children's books for the Crandall Library; the Hon. Franklin D. Roosevelt of Hyde Park erected and donated to the village a library building costing about \$25,000; Keeseville transformed the old Lee Memorial Library, maintained for many years as a subscription library, into a free public library supported by public tax. Larchmont opened its public library in a handsome new building valued at nearly \$100,000, with an annual appropriation from the village of \$6,000; Lockport reports a \$50,000 bequest from the late Mrs. E. Z. Wheeler for a new library building; Lowville raised \$24,000 by

popular gifts and subscriptions to complete a fund of \$36,000 for a new library building. Port Chester opened a fine new library building, costing with its site about \$150,000, giving the village one of the most attractive and beautifully located library structures to be found in the State; Port Washington completed and opened a new library building, costing \$35,000; Roslyn voted an appropriation of \$1,500 a year to the Bryant Library, the first public money ever received by this library, established fifty years ago by William Cullen Bryant. At Whitesboro a bequest of over \$10,000 for a public library was accepted by vote of the school district and an appropriation of \$1,000 a year pledged in perpetuity for its support. The library has been formally chartered by the Regents.

## New Jersey

BY vote of the people seven new municipal libraries, one county library and twelve association libraries were established. New buildings have been opened in five municipalities. A graded summer school with ninety-four enrolled was held, this being the second year of the school looking toward certification at the end of a four-summer course. The New Jersey Library Association established scholarships for this summer school, and the first year three pupils were chosen thru competitive examinations from those attending the summer school. Two permanent exhibits were loaned to nine state meetings and five national meetings held in the state. A teacher-librarian certificate was granted by the State Board of Examiners, thus setting standards for school librarians. Libraries have been started in sixteen high schools and a measure of training has been given to twenty-eight people working in high school libraries. School library aid has been issued to 1,300 schools. A system of school credit for home reading was established.

The Legislature granted a fifteen per cent increase in appropriation to the Public Library Commission.

## Pennsylvania

THERE has been considerable activity in Pennsylvania during 1926. Beginning with the opening of the Priestly-Forsyth Library, at Northumberland, in January, the activity has been continuous. Reports from libraries show increased use of books in all parts of the State with a corresponding increase in manifestations of appreciation.

New or remodeled buildings are numerous. The Bethlehem Public Library reopened its work in May, in the centrally located building presented by the Steel Company. Bloomsburg's new building, opened in January, has a high

basement equipped for a historical museum and the library is above on the main floor. The Ethel Saltus Ludington Memorial Library building, opened at Bryn Mawr in November, was erected by Mr. Ludington in memory of his wife. The Prospect Park council showed appreciation of the work done by the ladies of the Library Association by erecting a library building in which work began in November. Meadville's new \$100,000 building was opened in May. The building purchased by some of the local business men for the Montgomery Public Library, was opened in March. At the new Community House at Narberth, part of which was planned to house the public library, was opened in June. Work is increasing in the new home. Last year the public library in New Castle purchased a centrally located corner property to be a permanent home. Since money for a new building was lacking the building on the lot was remodelled and opened in February.

The Allentown Public Library has almost completed rebuilding the front half of its building to secure better quarters for the juvenile department. The Hoyt Memorial Library at Kingston expects to be in operation soon. The cornerstone of the new World War memorial library building at Bala-Cynwyd was laid in November. Work has been begun on the \$200,000 B. F. Jones Memorial Library building at Woodlawn, which will give the library, which has done excellent work for several years, a home in the focal center of the town plan.

The question of levying a half-mill tax for library purposes was voted on at Rochester in November and heartily approved by the people. The same question, however, was voted down in Clarion County.

David A. Howe, who had been president of the Board of Trustees of the James V. Brown Library, Williamsport, left the library \$50,000 in his will.

The Philadelphia Free Library building, long under construction, is now almost completed.

Along with these indications of material prosperity there has been an advance in the work done by the libraries. There is a universal increase in circulation of books and attendance and all other phases of the work.

## Virginia

**I**NTEREST in libraries in Virginia has greatly increased in the past year, as is shown by the unusual numbers of requests that have come to the Extension Department of the Virginia State Library relative to the establishment of libraries of various kinds thruout the State. Mathews, Nansemond, and Augusta counties are all engaged in campaigns to establish libraries. Elizabeth City County has established the first county library in the state at Hampton. Mrs.

Matthew C. Armstrong gave the building, equipment, and \$500 annually for the purchase of books, as a memorial to her father, Mr. Charles H. Taylor. The library is called the Charles H. Taylor Memorial Library. The county board of supervisors, the county school board, and the city council pledged \$3,600 annually for its support. At Suffolk, the Woman's Club dedicated, on Armistice Day, a memorial library to the soldiers of Nansemond County. This library has only the financial support of the club, but they are interested in a campaign to make it a county library with a regular income from the city and the county for its maintenance.

The public libraries at Richmond, Lynchburg, and Norfolk have added greatly to their usefulness by the establishment of branch libraries in the sections farthest removed from the main library and in the service to the public schools. Roanoke is also expecting to have a new and much needed main library building to take care of its rapidly growing work—circulation reached over 150,000 for 1926 for a population of about 55,000.

The Extension Department has sent out to counties 10,000 volumes in traveling libraries of fifty books each, transportation being furnished gratis by the steam roads of the state. They are usually kept in circulation for six months before being returned to the library, and the circulation often is as high as 375 for a collection. As Virginia is largely rural, this work is of great importance and is steadily growing.

## North Carolina

**N**ORTH CAROLINA libraries show a substantial increase in book stock, circulation and income for the past year.

The beautiful D. H. Hill Library of the State College of Agriculture and Engineering opened in July, was erected at a cost of \$265,000. The Pack Memorial Library at Asheville, opened in July, is of white marble, situated on the public square, and its value with the site is \$350,000. A gift of \$5000 for the purchase of new books came from Charles Lathrop Pack, and an endowment of \$2000 for children's books was made by Mrs. P. A. Rollins and Mrs. Amos B. McNairy—these gifts in memory of their father whose name the library bears. Meredith College Library which forms a part of the administration building, was opened in September. The amount for the library was \$50,000. The High Point Public Library opened in November in the municipal building. A fund of nearly \$7000 was presented by citizens for the purchase of new books. The new library for the co-ordinate college of Duke University, one of a group of new buildings, is ready for occupancy. It cost

\$325,000. A gift of \$2500 was made by Dr. M. R. Braswell of Rocky Mount to the Thomas Hackney Braswell Memorial Library, Rocky Mount.

County extension is still gaining in popularity. The Olivia Raney Library of Raleigh opened its doors to Wake county residents in July. The County Board of Commissioners appropriated \$3000 annually for this service. The public library of Albemarle is in process of reorganization, which includes plans for county extension. The County Commissioners of Stanley county have made annual appropriation of \$1200 for the county service. This brings the number of county libraries of North Carolina to twelve.

Interest in school libraries continues to increase. The new school buildings at Hendersonville and Salisbury have well planned, well equipped libraries. A branch of the Charlotte Public Library has been located in the Central High School building, and is in charge of a full time trained librarian.

The Paul Dunbar Library for negroes has been opened as a branch of the H. Leslie Perry Memorial Library at Henderson. Under the direction of a negro board a public library has been opened for negroes in Wilmington.

The publicity work of the State Commission includes a coupon sent to papers in counties having no public library facilities, a book truck trip in a few counties where library interest is low, and exhibits at various State meetings of other organizations. The field worker for the Commission made 114 visits to public libraries, school libraries, junior college libraries, and other institutions. Sixty-five counties were visited.

## Georgia

COLLEGE and university libraries have fared well. The Asa Griggs Candler Library building at Emory University was completed and dedicated in February in the magnificent reading room which occupies the entire second floor of the building. The cost of the building was \$400,000. In May 1926, the book collection was moved to the new building. Wesleyan College at Macon received an anonymous donation to the library fund being raised by that institution. The amount given will assure a library comprising 50,000 volumes and is estimated at between \$75,000 and \$100,000.

Dedication of the World War Soldiers' Memorial Library building at LaGrange took place on Armistice day and the library was opened to the public soon thereafter. Funds for this building amounting to \$25,000, were raised by popular subscription and the Women's Club turned over its book collection of several thousand volumes to form the nucleus of the

new library. An additional room was built to the Clarke Library building at Marietta as a memorial to Mabel Cortelyou. The library at Decatur which opened in 1925 in rented quarters has moved into its permanent location in the new city hall building. Savannah established a new branch in the downtown section of the city. This branch is housed in the Savannah *Morning News* building in the heart of the business section.

The Robert Loveman Memorial Library at Dalton and the library at Camilla, under the auspices of the Camilla Music Club, have become free public libraries. The public libraries at Thomasville, Forsyth and Statesboro have extended their free service to the residents of their respective counties. New libraries were opened at Douglas, Kennesaw and Lumpkin, each sponsored by the local woman's club and at present in charge of these organizations.

The State Library Commission completed its seventh year of active service with marked increase in every line of service. The increased appropriation given by the 1924 Legislature became available in January 1926, and has enabled the department to add another person to the staff and to double the book fund. An increase of thirty-five per cent in the book circulation over that of 1925 was registered. Statistics published by the commission show five new libraries added to the list, giving a total of 43 public libraries, an increase of 82,861 in total population served, 22,686 in number of volumes in the libraries and 40,099 in circulation. Nine libraries reported an increase in appropriation. Great interest and activity in the high schools in building up their libraries has continued thruout the year. The Library Commission has assisted in this work by organization, personal visits and correspondence.

## Florida

INDICATIONS of progress may be seen in the new libraries being established, Lakeland, with its \$75,000 building, being the most noteworthy example. Lake Worth reports that \$6,000 has been raised for this year as the result of a recent city election. Palatka is working toward a new building, and Plant City wishes to supplement funds from a recent bond issue so that a library may be established.

Increases in budgets have been made in many instances, and the resulting larger salaries place several of the libraries in favorable contrast with those of other states. Better trained assistants are being added to the library staffs, and several of the smaller towns show growth in library activities.

Upon the request of the state superintendent of high schools, a committee was appointed from the Florida Library Association to assist

in raising the standard of high school libraries in the State. A questionnaire was sent out by this committee, in conjunction with the State Council of Teachers of English. It is expected that a report will be made at the next annual meeting.

Two new features are being tried. One is the holding of district, or sectional meetings, the ninety-eight libraries of the State having been divided into five districts. Two of these meetings have been successfully held, one in Tampa and one in Orlando, when the attendance included not only librarians and assistants, but trustees, representative club women and interested patrons, and members of the faculty of Rollins College. Dr. and Mrs. Melvil Dewey were the guests of honor at the Orlando meeting. The other feature is the publication of *Florida Libraries Bulletin*.

## Ohio

OUTSTANDING events of the year in Ohio were the establishment of the Greene county library by popular vote and the victory of the Hamilton county \$2,500,000 bond issue for a new central library building at Cincinnati. Greene county is the first rural county organized under the county library law of 1921, but the idea is gaining popular favor and intensive campaigns are in progress in Allen, Coshocton and Preble counties where the issue will be put to vote next November. Book service in Hamilton county and Cincinnati will be greatly facilitated by adequate housing of the main collection.

Nine new libraries were established and one existing library heard from for the first time, making the count of libraries in the state 213. Four more have reorganized under the school district public library form which allows the best tax support. There are now 97 libraries operating under this law. Total tax receipts increased \$327,346 to \$3,117,509, a per capita average for the served area of 78 cents as against 70 cents in 1925.

Service has been improved in many libraries thru appointment of trained persons and interior re-organization. Four libraries have appointed their first trained librarians and two their first trained children's librarians. The demand for at least the minimum of training in the smaller libraries is evidenced by the attendance of thirty-nine libraries and assistants at the Western Reserve Library School summer session. A course in school library work, given in 1926 for the first time, was attended by high school and teacher librarians.

Marked improvement in school libraries resulted from organization work of the State Library's School Librarian. Intensive work was done in three counties. Fifteen other counties

were visited for the first time and plans made for intensive work in two of them.

## Michigan

LIBRARY gifts in Michigan include two unusual gifts to Hudson Public Library, a trust fund of \$5,000 from Gamaliel Thompson, and another of \$10,000 from Charles B. Stowell, president of the Library Board. Calvin College, in Grand Rapids, received an anonymous gift of \$60,000 for a library. The C. A. Ransom Library of Plainwell received a trust fund of \$500 from the Ladies' Library Association. An interesting gift was from the estate of Mrs. Joseph Mansfield, a library worker of Grand Rapids, who left a memorial fund of \$500 for "shut-ins."

New libraries have been organized in Ithaca, Elkton, and Oxford, and the association libraries at Camden, Covert, Lake Odessa, have become tax supported. The appointment of a library school supervisor in June marked a definite progress in Michigan library development. The 1927 Legislature will be asked to provide funds for additional help in school library work.

The Library Institute for librarians of small libraries held at Michigan State College for two weeks was attended by fifty-one library workers.

The direct circulation of books from the State Library to individuals and libraries increased thirty per cent during the past year, 22,587 more books having been issued than for the former year. The traveling library increased its circulation 32 per cent in the same period, by lending 7,235 more books during the fiscal year.

Work has already begun on the new administration and library building at Central State Normal College, Mount Pleasant, to replace one destroyed by fire. A new children's room in the Benton Harbor library was made possible by gifts from local clubs and organizations. Peck House, next to the Public Library, has been purchased by the Kalamazoo school district for the use of the library. It will house the art department and the museum.

## Illinois

MORE than \$212,000 in bequests to Illinois libraries in 1926 testifies to an awareness of the importance of the public library. The DeKalb public library received \$150,000; Alexis, \$30,000; Alton, \$10,000; Cairo, \$7,000; Odell, \$9,525; Des Plaines, \$500. Each was the gift of a local resident.

In addition, Senator McKinley gave \$5,000 toward the library building of the Frances Shimer academy. The medical library of Dr. W. E. Schroeder, valued at \$25,000 was given

to the Wesley Memorial Hospital, Chicago.

The Chicago Public Library has begun the construction of the first branch library to be built under the new expansion program. The plan provides for three large regional buildings, similar to the Legler branch, and forty or more small branch buildings.

The Crumbaugh bequest for a library building at LeRoy became available and the building was erected. Dwight has just completed a new building made possible by the local woman's club. The Bloomington library building has been remodeled to take care of expansion for another fifteen or twenty years. The beautiful new library at the University of Illinois has been completed.

The Pullman Public Library, which was founded by George Pullman in 1833 and maintained by the Pullman Company, has been taken over by the Chicago Public Library and will hereafter be operated as a branch of the Chicago system. Peoria, Springfield, Decatur and Moline public libraries have established new branch libraries. Freeport has organized an efficient hospital service.

Six new libraries offer free library service to 12,067 more people. Of the 6,500,000 population of the state, there remains only 1,487,217 people who do not have access to a free public library.

Illinois libraries and librarians contributed \$3,135 toward the A.L.A. fiftieth anniversary fund. Regional library conferences held in February and March were attended by 452 people, representing 201 libraries.

## Minnesota

COUNTY libraries now number ten thru the addition of Dakota County, which will receive library service from the South St. Paul Public Library. A bond issue for a library building was carried in June, and the county commissioners added a substantial appropriation for the building, on condition that library service be given to the county for a term of years. Service to rural schools is being developed in Hennepin, Ramsey, Koochiching and Washington counties.

The Roosevelt Branch, costing \$25,000, has been completed in Minneapolis, and an addition to the Sumner Branch provides a new room for the children. The first county branch library building has been erected at Robbinsdale, by donations from citizens and an appropriation from the county fund. The Lester Park Branch in Duluth, costing \$17,000, was dedicated late in the summer, and a new bond issue provides for an addition to the main building and another branch building.

A donation of \$25,000 and two lots for a public library have been given to the village of

Cokato. A gift of \$1000 has been made to the Montevideo Public Library from the trustees of a college formerly located in that city. The library at Austin is building up an endowment fund thru an annual tag day and other gifts.

The certification of school librarians has resulted in increased facilities for the training of teacher-librarians at the state university and several private colleges, making it possible for students to meet the certification standards. Courses for the training of part-time teacher-librarians are being given at the State University, Carleton College, Northfield; College of St. Catherine and Hamline University, St. Paul.

## Iowa

PURCHASE of a book car by the state library association was the outstanding feature of 1926. Its travels thru fourteen counties during the summer months spread information concerning county library service and created interest and desire on the part of the people for such service.

Library interest in general was also stimulated by the travels of the book car, as attention was called to the opportunity to secure books from public libraries on payment of a fee and from the Traveling Library. One result has been the number of small towns which have shown a desire to become branches thru rural extension, this being a step toward county library service.

A plan of co-operative buying is being put in progress by which libraries will receive a greater discount, but the plan is as yet too young to show results.

## South Dakota

DURING 1926 the South Dakota Library Commission finished transferring all books in the traveling libraries from fixed collections to open shelves, to the decided improvement of the service. The continual revision of old libraries is avoided, and the department no longer has on hand at all times a number of crippled libraries awaiting the rebinding or replacement of books.

The South Dakota Library Association has adopted a new basis for dues of institutional members which is based upon the population of towns in which libraries are located. In the future, dues will be as follows: For towns of 10,000 or more, \$10; towns of 5,000 to 10,000, \$5; towns of 2500 to 5,000, \$3; libraries in smaller towns, \$1. All colleges, state libraries, etc., pay \$5 a year. The association has been invited to hold its 1927 meeting at Brookings for the purpose of dedicating the new building, ready next September. A large, well-lighted reading room will seat approximately three hundred students.

## Nebraska

NEW library buildings are reported at Auburn, St. Edward and Table Rock. The Allen brothers of Auburn gave to the library board a site and the use of the house thereon provided a building be erected within a given time. A campaign for funds began, community spirit was aroused and the Chamber of Commerce arranged for a system of five year notes. A house to house canvass was made. The Women's Club pledged \$1,000, the library board and the librarian gave \$100 each. The P. T. A., a quilting circle, the W. C. T. U., the Chamber of Commerce, the M. E. Aid and many others were donors. The school children brought their offering. The librarian says, "The oldest girl of a large family who always looks hungry and I know is cold in winter said with pride that they had given twenty-three cents." An ex-soldier mortgaged a war bonus certificate and contributed twenty-five dollars. In June the corner stone was laid and in October the building was completed.

The St. Edward library, established only two years, moved into its new brick building in August. The Table Rock library, heretofore housed in a remodeled church, has a new stucco building erected on a site given the library by Mr. and Mrs. W. C. Fellers.

## Kansas

SCOTT County Library, at Scott City, is the first and only county library in Kansas. A new library was established at Phillipsburg last February, with Louise Carmen as the librarian. The "Wednesday Nite Club" library at Kinsley becomes a city library this month.

The new library building at the Kansas State Teachers College at Hays was completed during the summer. The building is 100 x 500 feet and is three stories high. It is constructed of native Kansas rock, has a stock room with a capacity of 180,000 and a reading room seating 300 students. The library was named Forsyth Library in honor of Brigadier General George Alexander Forsyth, Commandant of Old Fort Hays.

## Missouri

THE number of counties in Missouri without public libraries was reduced this year by the establishment of three new libraries. One is very definitely a county library and is receiving the patronage and support of the entire county tho no tax has yet been voted. Jackson voted a tax in April and has already begun library service, making a total of forty tax supported and endowed libraries in the state.

An increase for 1926 of at least fifteen per

cent over the three thousand shipments of books made by the state library commission in 1925 is estimated. The commission intends to ask the next legislature for an appropriation of \$40,000 as compared with the \$22,000 granted for 1925-26. The Missouri Library Association is giving active support to the Commission in this matter.

New branch library buildings in Kansas City and St. Louis are nearing completion and will be opened early in the year. A new \$90,000 library building for the Missouri Valley College is in process of erection, the legacy of Mr. George A. Murrell of Marshall. The first floor will contain seminars and a hall that can be used by both town and college for club meetings, lectures, etc. The library is to be open to the public. The legacy also provides for an endowment for the maintenance of the building.

Thru private donations and loans from the Missouri Library Commission the library of the School of Mines is providing the children of Rolla with public library service.

## Mississippi

THERE are 27 established public libraries in Mississippi with more than 163,000 volumes, eight of which are receiving support from their respective counties in varying amounts from \$300 to \$7500 annually. Five others are being organized. The Clarksdale Carnegie Library has been operating a book-truck for two years or more, providing library service for Coahoma County. Seven other counties have free service but no book-trucks.

The State Library Commission was created by the last legislature, but no appropriation has so far been made for its support. The commission has been organized, however, and the chairman is giving assistance as best he can to communities wanting public library service. The State Library Association and the State Federation of Women's Clubs will ask the next legislature, which meets a year hence, to make an appropriation. A free library in every county for all the people is the goal.

The Mississippi A. & M. College Library thru its extension department is rendering a free library service to all parts of the state. There are one thousand package libraries and about six thousand books set aside for this particular work, but the General Library also lends its books.

The State Department of Education is making a survey of the high school libraries. General interest in better library service is quite evident, and it is probable that Mississippi will soon be enjoying a rapidly growing system of public libraries.

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## Louisiana

THE Louisiana Library Commission opened its office in the State Capitol at Baton Rouge towards the end of 1925. Thru the press and public addresses interest was aroused in the parishes. Altho the law of 1910 provided for the establishment of parish libraries none had been established up to that time. The Police Jury of two parishes voted in favor of establishing a library as soon as a committee could work out a plan for financing it. The Richmond Parish Police Jury was the first in the state to pass the resolution of establishment and to provide maintenance from their general fund.

From the start one of the greatest needs evident was for trained workers both for those libraries already established and for the new ones anticipated.

A summer library course was arranged by the Louisiana State University, and twenty-one students completed the course, eight of whom were college or university graduates.

Legislative reference service was given for the first time. This service would not have been possible without the help given by other state commissions, notably Wisconsin, California, New York, North Carolina and Texas. An appropriation of \$5,000 was made by the legislature to supplement the gift from the Carnegie Corporation during the next two years. A new general library law was formulated, completely revising and bringing up to date the act of 1910. This was passed and became Act 36 of 1926. It provides for certification of administrative librarians by a state board of library examiners and specifies the means of providing adequate financial support.

## Current Literature and Bibliography

An illustrated booklet, *Rural Public Library Service*, has been printed by the A. L. A. for the League of Library Commissions. Each member organization of the League has been sent a share of the edition for use in its own state. The A. L. A. Committee on Library Extension is caring for distribution to national agencies and in states without state library extension agencies.

A special committee has been appointed by the A. L. A. Board on the Library and Adult Education to continue the study of readable books, to work with publishers in determining the kinds of books most needed by adult students, and to bring them into existence. Efforts will be made to determine the subjects on which books are needed, and the style, method, language, length, and form best suited to the average reader.

Subjects for future courses in the A. L. A. "Reading with a Purpose" series have been agreed upon by the Editorial Committee and the Commission on the Library and Adult Education as follows: American fiction, good English, American expansion as told in fiction, twentieth century Americans, European history told in fiction, international relations, the stars, founders of the Republic, the world's religions, and the theater.

The compilation of a list of the serial documents of foreign governments is made possible by the Laura Spelman Rockefeller Memorial's generous appropriation of \$25,000. Altho the request for the grant was made jointly by committees representing the National Council of Learned Societies, the National Research Council and the A.L.A., the appropriation was made to the Association and it will be administered

by the special committee consisting of Mr. Gerould of Princeton, Mr. Lydenberg of the New York Public Library, and Dr. Meyer of the Library of Congress.

The Committee proposes to prepare a list of the major serial publications of foreign governments published since 1815. The arrangement is to be geographical; and under each country will be listed the serials covering the various government functions, such as agriculture, army and navy, coast survey and marine, colonies, commerce, education, finance, geology, etc.

Hitherto the difficulty in securing information in any detail as to what the foreign governments have issued along these lines has been very great. In most cases no lists whatever have been issued; in no case are there adequate lists. In consequence very few libraries have made any systematic attempt to collect them.

In general, documents of this type have been excluded from the *Union List of Serials*. That compilation has so completely proven its value that the Association was encouraged to supplement it by promoting this plan to make available the information regarding the remainder of the field.

The plan will, in some ways, be different. The entire list will be published before any attempt is made to record holdings. These will later be issued in a supplementary publication which may, perhaps, be reprinted from time to time.

The appropriation made by the Memorial will not pay the entire cost. The co-operation of the larger libraries is essential, and the Committee will soon solicit subscriptions. The amount of the subscription will be small as compared with that for the *Union List*, but it will be equally necessary. It is hoped that the main list can be made ready for publication in 1930.

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## Among Librarians

Maude E. Allen, 1916 New York State, connected with the Detroit Board of Education, in library work, since January 1920, has been appointed librarian of the College of the City of Detroit.

Mary N. Baker, rural library organizer for the Ohio State Library, succeeds Julia W. Merrill as chief of the Organization Division, and Grace W. Estes succeeds Miss Baker.

John Barr, librarian of the Auckland (N. Z.) Public Library and author of *The City of Auckland, 1840-1920*, published in 1922, wrote for the Jubilee of the Auckland Harbour Board in 1921 *The Ports of Auckland: A History*, which has just been published in an illustrated memorial edition.

Mary E. Bidwell, formerly assistant in the Bridgeport (Conn.) Public Library, has been appointed librarian of the Veterans' Hospital at Rutland Heights, Mass., and Mary E. Kurtz has been appointed assistant librarian at the same hospital.

George F. Bowerman, librarian of the District of Columbia Public Library, has been elected president of the Federal Club of Washington. This club is made up of about 350 leading men in the Federal and District Government services, only those occupying responsible positions in the administrative and technical services being eligible. The purpose of the club is to raise the standards of the administration and of personnel, to promote business efficiency thru co-operation and to secure a better understanding and appreciation by the people of the activities of the Government and by the Government of the needs of the people.

Helen Brown, 1924 Simmons, appointed assistant in charge of school work at the Bridgeport (Conn.) Public Library.

Barbara Brumbaugh, 1923 Western Reserve, has been added to the staff of the Enoch Pratt Free Library of Baltimore as readers' assistant.

Alice Burrowes, who has been connected with the Warder Public Library, Springfield, Ohio, for over forty-five years, fifteen as assistant and thirty as librarian, has just retired, and is succeeded by Corinne Metz, librarian of the Fort Wayne (Ind.) Public Library.

Priscilla Chipman, 1926 Simmons, has been appointed first assistant in the Public Library of Pontiac, Mich.

Clifford Clapp, late of the Henry E. Huntington Library, and formerly of the Harvard

College and Dartmouth College Libraries, is now in Philadelphia, and on the 18th of November took up his duties as superintendent of cataloging in the Library of the University of Pennsylvania.

Cornelia Cochran, 1926 Simmons, is assistant in charge of children's work at the Rye (N. Y.) Free Reading Room, Rye, with work also at the Rye Country Day School, and the Rye schools.

Esther Colahan, 1926 Simmons, has accepted a position in the Merced Free County Library, Merced, Calif.

Alice W. Curtis, 1916 Western Reserve, has become librarian of the Public Library, Bradenton, Florida.

Florence Davis, 1925 Washington, newly elected librarian of the rapidly growing Public Library of Port Angeles, Wash., has had a year and one-half of very successful service at Auburn, Wash. Port Angeles, the county seat of Clallam County, has fine harbor facilities, is growing steadily by reason of its timber, its pulp and paper plants, and is one of the most progressive towns of western Washington. Three-fifths of the population of the town are registered borrowers of the library.

Mary Louise Davis, 1892 New York State, for the last twenty-one years librarian of the Troy (N. Y.) Public Library, died on November 29 as the result of having been struck down by a motorist who left her at the door of her home without notifying anyone of her plight. Her funeral was held from the Public Library and the *Troy Times* voices her fellow citizens' appreciation: "An educator of rare mental equipment, a trained librarian who brought to her work a vision of its possibilities and developed the public library into an institution of tremendous and far-reaching value to the city and its people, Miss Davis accomplished wonderful results by the exercise of rare judgment and keen insight into the needs of the library and the reading public and a persuasive personality, always kindly and courteous."

Dorothy C. Hayes, 1920 Pittsburgh, appointed high school librarian, Chicago, Ill.

Fannie C. Howe, 1916 Syracuse, assistant librarian of the Troy (N. Y.) Public Library since 1923, has been appointed librarian, succeeding Mary L. Davis, deceased.

John B. Kaiser will complete his third year as director of the State University of Iowa libraries at the end of this month and will im-

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mediately leave for California to become librarian of the Oakland Public Library system in succession to Charles S. Greene, retired. Since his graduation from the New York State Library School in 1910, Mr. Kaiser has been assistant state librarian of Texas, 1910-11, lecturer at the University of Illinois Library School, 1911-1914, and then for ten years librarian of the Tacoma (Wash.) Public Library before going to Iowa City. The *Daily Iowan* of December 18 in an editorial congratulates Oakland which offers greater opportunities and says: "... Mr. Kaiser has done quiet, unobtrusive, but efficient work as director of the university library system. His has never been the blatant type of service. Personal publicity has never been his goal and only those closely connected with his work can fully appreciate the close co-operation he has given in every line of university endeavor."

Marjorie E. Kearney, 1920 Western Reserve, is on the staff of the Los Angeles Public Library.

Alice Kirkpatrick, 1925 New York State, has been appointed instructor in cataloging and reference work for the remainder of the school year in the Library School of the New York State College for Teachers at Albany.

Corrine L. Kittelson, 1910 Wisconsin, who has been assisting in the catalog department of the Chicago Public Library, and was formerly hospital librarian, U. S. Veterans' Bureau, is now with the Mason City (Ia.) Public Library in charge of cataloging and work with schools.

John H. Leete, director of the Carnegie Library of Pittsburgh, and of the Carnegie Library School, has regained his health, and resumed his work both in the Library and the School at the beginning of December.

Mrs. Constance Leggett, 1926 Simmons, is assisting in the organization of the Library of the Boston Teachers College.

Esther M. Lloyd, an assistant in the Milwaukee Public Library since 1923, recently serving as hospital librarian in that city, has been appointed librarian, Veterans' Hospital, Knoxville, Ia.

Pauline McCauley, 1912 New York State, first assistant in the circulation department of the Seattle Public Library since 1924, resigned last month to become assistant to the librarian of the Enoch Pratt Free Library, Baltimore, Md.

Margaret Hawley McMickle, formerly a branch librarian of the Cincinnati Public Library, has returned to library work as assistant librarian, Peabody High School, Pittsburgh, Pa.

Mrs. Kate Meade McQuigg has been appointed librarian of the U. S. Veterans' Hospital, Outwood (Dawson Springs) Ky.

Corinne A. Metz, 1907 New York State, for the past five years librarian of the Allen County (Indiana) Library, has just been appointed librarian of the Springfield (Ohio) Public Library.

Isabel Nolan, first assistant in the Traveling Library Division of the Ohio State Library, became librarian of the Mentor Township High School Library some weeks ago. She is succeeded by Rachel Freedman, formerly school extension librarian, Springfield, Ohio.

Ella I. Peebles has been transferred from the Veterans' Hospital, Camp Custer, Mich., to organize library service in the new Veterans' Hospital, North Chicago, Ill. Della Mathys succeeds her.

Lucy Proctor, 1919 Simmons, is now the librarian of the Senior High School library at Mount Vernon, New York.

Helen Remsberg, 1920 Washington, 1924 New York Public, librarian of the Puyallup Public Library, 1924-1926, has been appointed superintendent of traveling libraries for the State of Washington.

Caroline Righter, 1916 Simmons, has joined the staff of the H. W. Wilson Company, as an indexer.

Lorna Shaw, 1924 Simmons, is organizing the private library of Mr. Daniel Sayre, 10 Prescott St., Cambridge.

Emma Stephenson has resigned as order head in the Spokane Public Library, to accept a position in the University of California Library.

Sarah A. Thomas, 1910 Western Reserve, is now the county librarian at Cape May, N. J.

Jane Kuhns Vanderpool, 1916 Western Reserve, has been appointed librarian U. S. Veterans' Hospital, Walla Walla, Wash., succeeding Edith Hague who has been transferred to the librarianship of the Veterans' Hospital at Tacoma, Wash.

Gertrude Voldal is the new librarian at Dickinson, N. D. She assisted in the organization of the School of Forestry Library at Bottineau and in the Jamestown public Library before going to Dickinson.

Ada J. White, 1918 New York State, librarian of the Edgerton Branch of the Rochester Public Library, has been promoted to the headship of the order and catalog departments.

Katherine E. Wilder, 1925 Western Reserve, has been elected librarian of the Medina (O.) Public Library.

Grace Zerkle, formerly librarian of the Garrett (Ind.) Public Library has been appointed assistant librarian at the Veterans' Hospital, North Little Rock, Ark.

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Great Falls. It is a handsome book of 270 pages, 16 mo., bound in either green or red buckram. The Great Northern Railway has a limited edition of this book for sale at \$4.00 postpaid. Advertising Department, Great Northern Railway, St. Paul, Minn.

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These are issued by Mr. C. E. Springer, 300 Union Bus Terminal, Baltimore, Maryland. By addressing The Gray Line, Copley Plaza Hotel, Boston, Massachusetts, copies of their booklets called Vacation Motor Tours, covering tours over the Mohawk Trail, through the Berkshires, the White Mountains to Montreal, may be secured. Souvenir Booklets of their cities are published by The Gray Line at Philadelphia, Boston, Toronto and Victoria and these should be requested direct from The Gray Line at each city.

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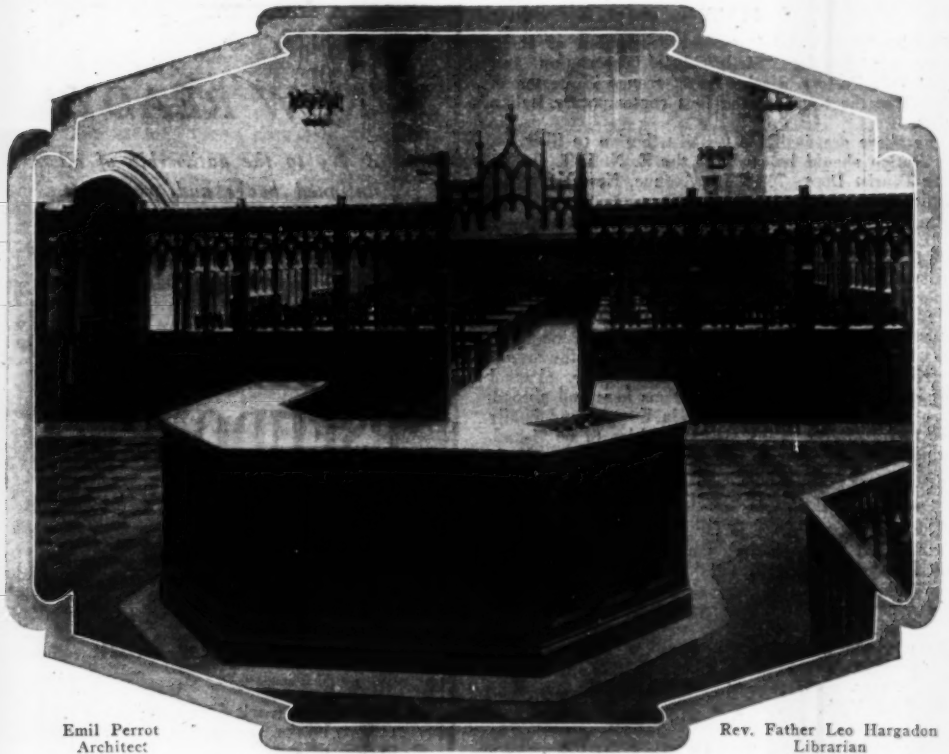
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